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ABSTRACT

Instructional models and correlated learning passages are supplied in this teacher's handbook for teaching reading skills necessary for the student who wishes to participate in a High School Equivalency program. The divisions of the guide are: General Vocabulary Development--Outline; Interpreting Reading Material in Social Studies; Interpreting Reading Material in Science; Interpreting Literature; and Interpreting Reading Materials in Math. For each skill, there is an instructional rationale that explains why the skill is considered critical, one or more instructional objectives that explain the intent of the lesson, an instructional model that suggests how the skill might be taught, and one or more means of evaluating the effectiveness of instruction. (DB)

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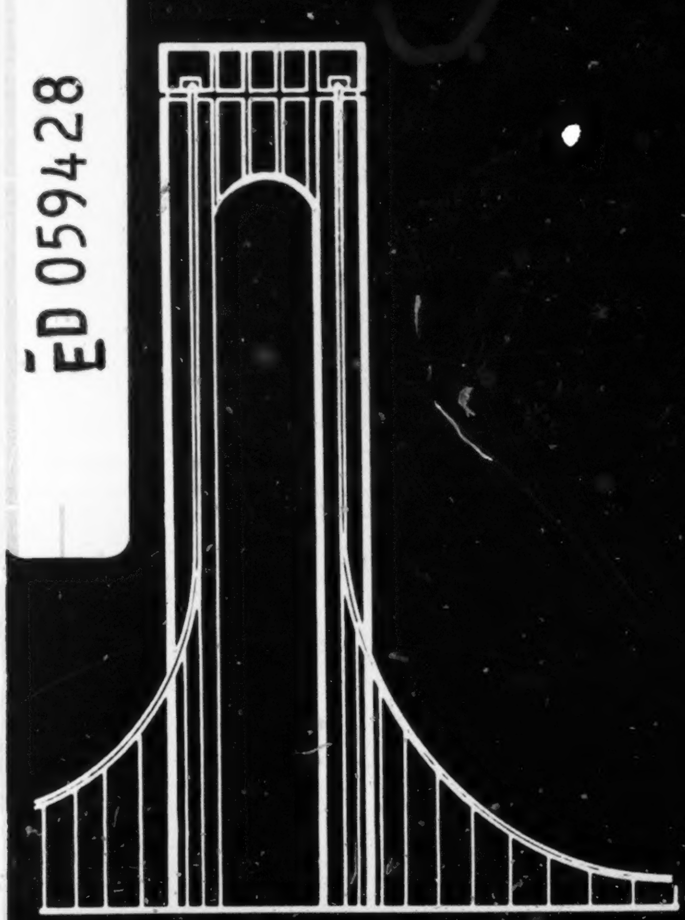

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Reading Skills

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HIGH SCHOOL EQUIVALENCY

Reading Skills

CURRICULUM RESOURCE HANDBOOK

STATE OF NEW YORK/THE STATE EDUCATION DEPARTMENT
UING EDUCATION CURRICULUM DEVELOPMENT/ALBANY

I'M SOMEBODY
I AM SO GLAD that you are here
SOMETIMES I SITS AND THINKS AND SOMETIMES I JUST SITS

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Reading Skills

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1971

Developing

HIGH SCHOOL EQUIVALENCY

Reading Skills

The University of the State of New York
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Approximately 60,000 students are currently enrolled in the High School Equivalency programs of public schools and other educational agencies in New York State. As the high school diploma becomes a requisite for an increasing number of employment opportunities, the enrollment figures of these programs are expected to show a substantial increment. Such persons as partially-educated immigrants, unemployed out-of-school youth, unskilled and semiskilled laborers, mothers who assumed early family responsibility, etc. are now eagerly resuming their education. Their enthusiasm and *diligence are indicative of their determination to secure the* skills, knowledge, and credentials that the competitive job market of today demands.

The intent of this publication is to support their efforts by providing their teachers with instructional models and correlated learning passages for teaching the reading skills identified as being critical for the student to possess in order to participate in, and successfully complete, a High School Equivalency program. Realizing that this publication would be used by instructors with little or no training in teaching reading, every effort was made to communicate clearly and concisely just what particular skills need to be mastered, why they are important, what the student does to demonstrate his mastery of each skill, how the instructor promotes this mastery, and how the effectiveness of the instruction might be evaluated. Practical, theoretically sound, and designed specifically to develop the reading skills of High School Equivalency students, this instructor's guide is the result of the collective endeavors of the following specialists who comprised the High School Equivalency Reading Project Team.

• GEORGE K. TREGASKIS	Associate in the Bureau of Continuing Education Curriculum Development, directed the entire project, coordinated input from the various members of the team, designed the format, and prepared the final manuscript for publication.
• VIRGINIA A. ROVELLI	Reading consultant, Ballston Spa Schools, worked with content area teachers in identifying critical reading skills, and was the major contributor of the instructional rationales, objectives, models, and evaluations.
• Beryl E. Steadman	Coordin Long Is charact student cess of
• Natalie S. Finder	Assista provide techniq *materia*

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• Miriam N. Biskin	Chairma
• Gerald J. Cerne	Instruc
• Eugene E. Webster	Instruc
• Jennie A. Siy	Resourc
• Gordon A. Spinney	Instruc

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Paul, associate, Bureau of M
associate, Bureau of Reading
Bureau of Science Education;
Studies Education; Thomas Fi
Center; and personnel from t
York City.

GORDON E. VAN HOOFT, *Directo*
Division of School Supervisi

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tion.

, Ballston Spa Schools,
t area teachers in
al reading skills, and
ributor of the instruc-
objectives, models, and

• Beryl E. Steadman	Coordinator of reading instruction, Huntington, Long Island Public Schools, identified certain characteristics of the High School Equivalency student which need to be considered in the process of developing their reading skills.
• Natalie S. Finder	Assistant professor, College of St. Rose, Albany, provided a helpful analysis of the writing techniques used by authors of content area materials.

The following individuals selected the reading exercises and wrote many of the assessments of comprehension:

• Miriam N. Biskin	Chairman, English Department, Cohoes High School
• Gerald J. Cerne	Instructor in biology, Colonie Central High School
• Eugene E. Webster	Instructor in social studies, Bethlehem High School
• Jennie A. Siy	Resource librarian, North Colonie High School
• Gordon A. Spinney	Instructor in English, East Greenbush High School

In various states of its development, the manuscript was reviewed by Walter Eddington, formerly Chief, Bureau of English Education; Fredric Paul, associate, Bureau of Mathematics Education; Virginia Fransecky, associate, Bureau of Reading Education; Edward Lalor, associate, Bureau of Science Education; Donald H. Bragaw, Chief, Bureau of Social Studies Education; Thomas Fitzgerald, director of reading, Troy Urban Center; and personnel from the American Institute of Banking in New York City.

HERBERT BOTHAMLEY, *Chief*
Bureau of Continuing Education
Curriculum Development

GORDON E. VAN HOOFT, *Director*
Division of School Supervision

MESSAGE TO THE INSTRUCTOR

Improving the reading ability of High School Equivalency students will broaden the selection of printed material available to them for studying and personal enjoyment and will also enhance the probability of their passing the test of General Educational Development. This publication suggests to specialists in reading and to content area teachers how this basic tool of learning and test-taking can be developed through classroom instruction. Self-directed activities and programmed materials, while offering great promise for reinforcing and extending the skills of reading, are not the focus of this publication. The instructor will also find that this publication does not promote the establishing of a remedial reading program. Educational backgrounds, social contacts, work experiences, as well as reading abilities of students in High School Equivalency classes, will vary widely. This range of individual differences challenges each instructor to maintain a viable "growing edge" for each of his students. A developmental program which determines where on the educational continuum each student is, and leads him from that point to a mastery of skills commensurate with those of a high school graduate must be evident in all of the academic areas of a High School Equivalency program—but especially so where reading is taught.

If a High School Equivalency center is fortunate enough to have on its staff an individual qualified and designated as an instructor in reading, then that person will find this entire publication to be an invaluable guide. The presence of a reading teacher, however, should not make the content area teachers feel that they are altogether exempt from the responsibility of teaching their students to read. There will be many opportunities for them to capitalize on certain assignments to reinforce the skills which the reading teacher has introduced. If, though, the staff is limited to instructors of English, social studies, science, and mathematics, then it should be incumbent upon each to see that his students master those particular skills which this publication identifies as being essential to interpreting the reading material of the respective content areas.

The major divisions of this publication — Interpreting Reading Material in Social Studies, Interpreting Reading Material in Science, Interpreting Literature, and Interpreting Reading Material in Mathematics--were selected to correspond to the subtests of the General Educational Development test. For each skill there is an instructional rationale which explains why the skill is considered critical, one or more instructional objectives which explain the intent of the lesson, an instructional model which suggests how the skill might be taught, and one or more means of evaluating the effectiveness of instruction.

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Instructional models are based on the reading exercises found on pages 180-284. Both the models and the exercises assume that the student possesses at least an eighth grade reading level. Coded V for vocabulary, SS for social studies, S for science, L for literature, and M for mathematics the exercises are intended to be duplicated for classroom distribution. Accompanying each exercise is a series of comprehension assessments, one or more of which tests for the specific skill the passage was used to develop; answers to these assessments of comprehension follow the outlines of each of the areas. If these assessments indicate that a student has failed to master the specific skill that was taught, then additional instruction based on the guidelines of the instructional model and further practice based on articles from such magazines as *Time* and *Newsweek* or from nationally distributed newspapers should be provided.

The principal intent of the reading exercises in this publication is to provide an example for purposes of instruction, and, as such, their level of difficulty does not approach that of the test of General Educational Development. A subsequent publication is planned which will consist of practice exercises more nearly approximating the level of difficulty of this test. In the interim, the instructor is encouraged to supplement the exercises in this publication with other reading passages or subtests of standardized reading tests which he considers to be complementary to any specific skill. Outlines with blank spaces are provided for the instructor to classify and record the references of such material.

This publication, designed specifically to meet the most pressing needs of the High School Equivalency student, emphasizes, almost exclusively, the development of skills. It is hoped, though, that in addition to achieving its primary objective of equipping these adult learners with the reading skills required to study for and to pass the test of General Educational Development, this publication will also encourage the use of these skills in acquiring an appreciation for literature. In the hands of a competent and creative instructor *Developing High School Equivalency Reading Skills* promises to promote both means of personal fulfillment.

JOSEPH A. MANGANO, *Chief*
Bureau of General Continuing Education

MONROE C. NEFF, *Director*
Division of Continuing Education

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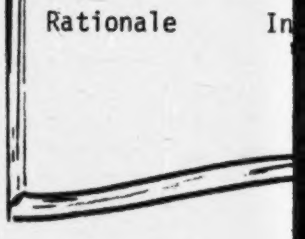

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Note:

All page numbers, titles of skills, and titles of reading exercises have been printed at the outer margins. This arrangement makes it possible for the instructor to quickly locate any item by simply "thumbing" the pages.

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The key for entries of reading exercises on even numbered pages is as follows:

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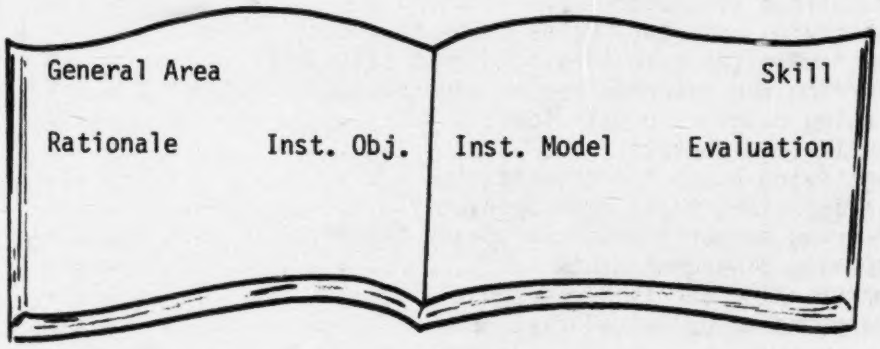
The four columns: *Instructional Rationale, Instructional Objectives, Instructional Model,* and *Evaluation,* which occupy two facing pages, relate to the general area cited in the upper left hand corner of the even numbered pages, and to the skill cited in the upper right hand corner of the odd numbered pages.



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CORRECT

V1

1. (4)
2. (3)
3. (4)
4. (1)
5. (2)

V2

1. (inter) between
2. (co) with
3. (non) not
4. (pre) before
5. (circum) around
6. (per) through
7. (anti) against
8. (post) after
9. (mis) wrong
10. (ex) out
11. (dis) apart
12. (re) again
13. (sub) under
14. (trans) across
15. (se) aside
16. (ab) from
17. (a) from
18. (bi) two
19. (con) with
20. (de) down

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CORRECT RESPONSES TO ASSESSMENT OF COMPREHENSION

V2

11. (dis) apart
12. (re) again
13. (sub) under
14. (trans) across
15. (se) aside
16. (ab) from
17. (a) from
18. (bi) two
19. (con) with
20. (de) down

GENERAL VOCABULARY DEVELOPMENT

The instructor's purpose in teaching vocabulary development is to aid the student to interpret more efficiently the reading selections of the equivalency test as a means of securing a high school diploma.

For this purpose, an efficient technique for determining the meaning of unfamiliar words which impede interpretation is to use context, that is, the surrounding words, phrases, sentences and even paragraphs to determine *the meaning*, not necessarily the pronunciation, of the unfamiliar word.

It is true that learning vocabulary through context is limited in that the reader does not come to know the unfamiliar word in all its meanings. In the context only one meaning of the word will be directly stated or only one meaning of the word can be inferred, because generally it is the author's intention to convey only the one thought for which the word has been used. However, the objective of the student preparing for this exam is to obtain meaning from the selection in order to be able to answer its corresponding questions successfully. To do this he needs only that meaning of the word as it is used in the passage. Frequently this meaning will be revealed to him either by a direct statement or an inferential expression in the context. The direct statements may be in the form of a definition, an example, or a modifier.

Inferring word meanings from the context is undoubtedly more difficult than getting meanings that are directly stated. Yet more than half of all context clues need to be inferred. This requires the reader to read between the lines to get meaning that is merely suggested rather than stated. He must be able to see relationships that are not explicit in the material. He must read not only with concentration, but also with insight, bringing to the passage whatever past experience he may have had on the topic.

There are several kinds of inference contexts. The most difficult are those which do not have obvious clues. For these, there are no general principles which the instructor may bring to the attention of the student. Instead, the student should be urged to read the material more attentively looking for meanings which are apt to be hidden.

On the other hand, there are inference contexts that contain clues of which students should be made aware. Among these are parallel sentence structure, repetition of key words, restatement in different words, connecting words, and words indicating a contrast.

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Technical word

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finance
economies
bond issue
revenue bonds

Each of the word
encouraged to us
provided by the
substituting the

To illustrate, *i*
have its usual m
attention to som
easily found in
the use of money

:abulary development is to
iently the reading selec-
; of securing a high school

; for determining the mean-
:erpretation is to use
, phrases, sentences and even
: necessarily the pronuncia-

ough context is limited in
ie unfamiliar word in all
ieaning of the word will be
:he word can be inferred,
:ention to convey only the
used. However, the objective
s to obtain meaning from the
its corresponding questions
that meaning of the word as
:his meaning will be
ement or an inferential
statements may be in the
nodifier.

: is undoubtedly more
: directly stated. Yet more
e inferred. This requires
get meaning that is merely
e able to see relationships
He must read not only with
inging to the passage
l on the topic.

ntexts. The most difficult
s. For these, there are
tor may bring to the
student should be urged to
ing for meanings which are

contexts that contain clues
Among these are parallel
ords, restatement in
words indicating a contrast.

INTRODUCING VOCABULARY

In using a selection for teaching skills necessary for the interpretation of content area materials, special or technical vocabulary should be chosen and presented to the students BEFORE the selection is read or studied.

For example, Exercise VI, which deals with a topic in social studies, presents the following words and phrases which may prove difficult for many of the students. Some of the words are difficult because they are technical words used specifically in social studies, and others, although they appear to be common words, have a special meaning when used in a social studies context.

Technical words	Common words with special meanings
investment	capital
finance	bonds
economies	notes
bond issue	principal
revenue bonds	interest

Each of the words chosen should be discussed, and students should be encouraged to use context clues to obtain meanings. The meanings provided by the students can be verified by group discussion, by substituting the meaning for the words, or by using a dictionary.

To illustrate, *interest*, in this context of this Exercise, does not have its usual meaning of a feeling that accompanies special attention to some object or event. Its meaning, however, can be easily found in a directly stated context clue, i.e., *The charges for the use of money borrowed.*

GENERAL VOCABULARY DEVELOPMENT

Note

As common prefixes are assumed to be mastered by one having a fifth grade reading level, lessons for teaching them have not been presented in this general vocabulary development section. It would be well, however, to determine the extent to which the meanings of these prefixes have been acquired. A test on prefixes (V2) has been provided for this purpose. If the test results reveal weaknesses in this area, lessons to teach the more common prefixes will need to be developed as the knowledge of these is assumed in the context area sections.

To assist in the preparation of these lessons, the following list of common roots and examples of their use may prove helpful.

Master Roots

Root	Meaning
Latin	
-aud-, -audit-	hear
-ben-, -bene-	well, good
-capit-	head
-cogn-	know
-duc-, -duct-	lead
-fac-, -fact-, -fect-, -fic-	do, make
-jud-	judge
-man-, -manu-	hand
-mor-, -mort-	die, death
-scrib-, -script-	write
Greek	
-anthrop-	man
-auto-	self
-bio-	life
-chron-	time
-graph-	write, writing
-hydr-	water
-neo-	new
-pan-	all, entire
-poly-	many

Master Roots

Root	Meaning	Examples
Latin		
-aud-, -audit-	hear	audible, auditorium
-ben-, -bene-	well, good	benefit, benediction
-capit-	head	capital, decapitate
-cogn-	know	recognize, cognizant
-duc-, -duct-	lead	educate, conductor
-fac-, -fact-, -fect-, -fic-	do, make	facile, manufacture, defective, efficient
-jud-	judge	prejudice, adjudicate
-man-, -manu-	hand	manicure, manual
-mor-, -mort-	die, death	mortuary, immortal
-scrib-, -script-	write	inscribe, proscribe, manuscript
Greek		
-anthrop-	man	anthropology, misanthropic
-auto-	self	automatic, autonomy
-bio-	life	biology, autobiography
-chron-	time	chronometer, synchronize
-graph-	write, writing	orthography, geography
-hydr-	water	hydrogen, dehydrate
-neo-	new	neologism, neolithic
-pan-	all, entire	panorama, pandemonium
-poly-	many	polygon, polygamy

VOCABULARY DEVELOPMENT

Instructional Rationale

Identifying directly stated definitions will give the reader clues to the meanings of unfamiliar words.

Definitions within the context are more readily recognized than other context clues. The unfamiliar word and its definition are usually linked by some form of the verb "to be" or by an expression like "is called."

Example:

In order to study the plants, he needed a *microscope*. A microscope is a small instrument that makes small objects look larger.

Instructional Objectives

Given a number of sample sentence
pick out the verb "to be," and th
meaning of the italicized or unf

Example:

- An *escarpment* is a cliff-like r
- The chest cavity and the abdomi
partition called the *diaphragm.*

Given several reading passages of
will be able to choose those unfa
context by directly stated defini

Instructor's note of materials to supplement the development of the skill of ____________

For pretesting

For reinforcing instruction

For individualizing instruction and/or for home study

For posttesting

For students with marginal readi

For students who are advanced re

For students who speak English a

For students who are members of

Instructional Objectives

Given a number of sample sentences all containing definitions, the student will pick out the verb "to be," and then state the definition which follows it as the meaning of the italicized or unfamiliar word.

Example:

- An *escarpment* is a cliff-like ridge of land.
- The chest cavity and the abdominal cavity are separated by a tough muscular partition called the *diaphragm*.

Given several reading passages of the type found on the next page, the student will be able to choose those unfamiliar words whose meanings are revealed in the context by directly stated definitions and to state the meaning for each.

nt the development of the skill of ______________________________

For students with marginal reading ability

For students who are advanced readers

For students who speak English as a second language

For students who are members of a specific minority group

Instructional Model

Have students read Exercise S9 which contains examples of directly stated definitions.

Ask:

1. What are the unfamiliar words whose meanings are directly stated by a definition?
2. How is this context clue recognized as a definition?
3. State the meaning of each word you choose.

When food is swallowed, it passes down the *esophagus*. The esophagus is the tube leading from the throat to the stomach. Food is pushed along as circular fibers of muscle tissue in the esophagus wall contract.	*Esophagus* is the unfamiliar word. *Is* is the identifying clue. It is a linking verb. *The tube leading from the throat to the stomach* is the directly stated definition.
There are two parts of the body cavity in man and other mammals. There is the chest cavity and, below it, the abdominal cavity. These two parts of the body are separated by a tough, muscular partition called the *diaphragm*. The digestive organs are located in the abdominal cavity.	*Diaphragm* is the unfamiliar word. *Called* is the identifying clue. *A tough muscular partition separating the two parts* is the directly stated definition. Note: The definition may precede the unfamiliar term.

ich contains examples of directly stated definitions.

ds whose meanings are directly stated by a definition?

cognized as a definition?

ord you choose.

down the *esophagus*. from the throat to g as circular fibers wall contract.	*Esophagus* is the unfamiliar word. *Is* is the identifying clue. It is a linking verb. *The tube leading from the throat to the stomach* is the directly stated definition.
avity in man and other ty and, below it, the s of the body are rtition called the are located in the	*Diaphragm* is the unfamiliar word. *Called* is the identifying clue. *A tough muscular partition separating the two parts* is the directly stated definition. Note: The definition may precede the unfamiliar term.

Evaluation

Determine if the student is:

- Consistently choosing the linking verb or other words which are clues to directly-stated definitions
- Able to state the meaning revealed by the clue

VOCABULARY DEVELOPMENT

Instructional Rationale

Identifying directly stated examples will give the reader clues to the meanings of unfamiliar words.

These clues are readily identified in context. They are usually preceded by some kind of signal word which indicates that an example is to follow. Such words would be:

such as
such
like
for example
especially
other
this or those (followed by a synonym)
the way
in the way that

Example:

Boys on the average consistently do better on the test items involving *mechanical reasoning,* such as matching tools with tasks and determining the direction of the flow of power through a series of gears.

Instructional Objectives

Given a series of sentences all o
student will underline the signal
verbalize in their own words a me

Example:

Conifers, such as the pine tree,
in winter.

Given several reading passages, t
clues which are directly stated e
meanings for the unfamiliar words

Example:

To obtain financing funds to buil
new streets and sewer systems, ci
sources of investment, by issuing
in agreed-upon installments. Thi
revenue bonds.

Instructional Objectives

Given a series of sentences all of which contain directly stated examples, the student will underline the signal words and from the examples, be able to verbalize in their own words a meaning for the unfamiliar word.

Example:

Conifers, such as the pine tree, balsam, and the spruce, do not lose their needles in winter.

Given several reading passages, the student will be able to locate those context clues which are directly stated examples. From the use of these he will give meanings for the unfamiliar words.

Example:

To obtain financing funds to build expensive *facilities*, like city halls, libraries, new streets and sewer systems, cities frequently borrow capital from private sources of investment, by issuing bonds or notes promising to pay back the money in agreed-upon installments. This kind of financing is called a *bond issue* or *revenue bonds*.

Instructional Model

Have the students select the word whose meaning is directly stated by examples.	*Conifers* is the unfamiliar word.
Ask:	
What word is the key that indicates the meaning is to be revealed by examples?	*Such as* is the signal phrase.
What examples reveal the meaning of *conifers*?	*Pine trees, balsam,* and *spruce* are examples of conifers.
In you own words, give the meaning of the word *conifers.*	Trees that do not lose their needles.

After the students have read Exercise VI, ask questions similar to the following:

What words have their meanings revealed by examples?	*Facilities*
What word serves as a clue for the examples?	*Like*
What are the examples that reveal the meaning of *facilities*?	*City halls, libraries, new streets,* and *sewer systems*
In your own words give the meaning of the word *facilities.*	
What is the clue to the meaning of *bond issue*?	*Is called* is a clue for a definition, *this kind of financing* refers to what has been described in the previous sentence.
What are *bond issues* or *revenue bonds*?	*Bonds or notes promising to pay back money in agreed-upon installments.*

rd whose xamples.	*Conifers* is the unfamiliar word.
icates the examples?	*Such as* is the signal phrase.
ing of	*Pine trees, balsam,* and *spruce* are examples of conifers.
aning of the	Trees that do not lose their needles.

ercise VI, ask questions similar to the following:

s revealed by	*Facilities*
r the examples?	*Like*
veal the	*City halls, libraries, new streets,* and *sewer systems*
aning of	
ng of *bond*	*Is called* is a clue for a definition, *this kind of financing* refers to what has been described in the previous sentence.
ue bonds?	*Bonds or notes promising to pay back money in agreed-upon installments.*

Evaluation

Determine if the student can:

- Locate those words which have meanings directly stated by examples
- Locate the signal word which indicates examples as clues to meaning
- Determine the meaning of the unfamiliar word through the directly stated examples

Determine if the student can:

- Locate signal words that indicate that what follows will reveal the meaning of an unfamiliar word
- Determine the meanings of words through directly stated examples and/or definitions

VOCABULARY DEVELOPMENT

Instructional Rationale

Identifying directly stated modifiers will give the reader clues to the meaning of unfamiliar words.

Modifiers that are clues to meaning can be recognized by a relative pronoun and/or a linking verb in some form which introduces the modifying words, phrase, or clause.

Example:

Hyperthyroidism, which is marked by an increased rate of oxidation and body temperature, is caused by overactivity of the thyroid gland.

Instructional Objectives

Given sentences on the board, the stu
and/or linking verb, state the meanin

Examples:

1. The safari, marching on its explo
   the ability of the natives to car

2. All mammals possess some form of
   oxygen to and waste from all part

Given a passage similar to the excerp
meanings of unfamiliar words by using

Example:

One of the most frequent causes of mu
heredity, is exposure to high-energy
radiation from radioactive elements m
produced experimentally by exposure t
ultraviolet light.

modifiers
to the
.

meaning
tive
rb in
the
clause.

rked by
ion and
by
gland.

Instructional Objectives

Given sentences on the board, the student will, after locating the relative pronoun and/or linking verb, state the meaning of the unfamiliar word.

Examples:

1. The safari, marching on its exploratory route through the jungle, depended upon the ability of the natives to carry heavy loads of equipment for long distances.

2. All mammals possess some form of *circulatory system* which carries nutrients and oxygen to and waste from all parts of the body.

Given a passage similar to the excerpt below, the student will be able to give the meanings of unfamiliar words by using directly stated modifiers as clues.

Example:

One of the most frequent causes of mutations, which are sudden variations in heredity, is exposure to high-energy radiation. Cosmic rays from outer space and radiation from radioactive elements may cause natural mutations. They can also be produced experimentally by exposure to X-rays, gamma rays, beta particles, and ultraviolet light.

Instructional Model

Place the two sentences given in Instructional Objectives on the chalkboard. Have the students study the sentences.

Ask:

In the first sentence choose the word whose meaning is revealed by modifiers.	*Safari*
What is the clue to the meaning of *safari?*	*Marching* introduces the modifying phrase which gives meaning.
In your own words, using the clue of the modifiers, explain what *safari* means.	*An expedition....*
In the second sentence, choose the word(s) whose meaning is revealed by modifiers.	*circulatory system*
What is the clue to the meaning of circulatory system?	*which* is the relative pronoun introducing the clause which gives meaning
Using the clue which identifies the modifier containing the meaning of circulatory system, read the clause and in your own words explain what a circulatory system is.	a network carrying.....

Have the students skim Exercise S6.

Ask:

What is the meaning of the word *mutations?*	*Sudden variations in heredity*
What clue to this meaning was given?	The modifying clause which begins with *which are*.

tructional Objectives on the chalkboard. Have the

rd whose meaning	*Safari*
safari?	*Marching* introduces the modifying phrase which gives meaning.
f the modifiers,	*An expedition....*
word(s) whose	*circulatory system*
circulatory system?	*which* is the relative pronoun introducing the clause which gives meaning
modifier ry system, rds explain	a network carrying.....
ations?	*Sudden variations in heredity*
n?	The modifying clause which begins with *which are*.

Evaluation

Determine if the student can:

- Locate those words which have meanings directly stated through modifiers
- Locate the signal words which precede these modifiers
- Give meanings of unfamiliar words

Determine if the student can understand the meanings of unfamiliar words by locating and using directly stated modifiers in the context

VOCABULARY DEVELOPMENT

Instructional Rationale

Identifying restatements as context clues will aid the reader in determining the meaning of unfamiliar words. These restatements are often made obvious by signal words or mechanical devices.

These restatements, often supplied in the form of appositives, are made obvious by signal words or punctuation.

Example:

A scientist approaches a problem by first stating an *hypothesis*, a sort of scientific hunch.

It may also be a restatement preceded by such signal words as:

in other words	*that is to say*
that is	*called*

Example:

After World War II, the draft was dropped; however, within 3 years it was *reinstated;* that is, it was put in force once again.

Mechanical devices are commonly used in this type of context clue. Among these are punctuation, italics, parentheses, dashes, and typography.

Example:

He needs to acquire self-discipline—patience, self-control, concentration, and singleness of purpose.

Instructional Objectives

Given sample sentences containing the
the student will identify the clue in
from the clues, he will be able to gi

Examples:

- *Palynology*, the study of fossil poll
  and life in prehistoric times.
- A *cadence*, which is a full pause at
  by a period.
- The judge described the young man a
  every legally constituted authority.

Given several reading passages of the
identify directly given restatements.

Example:

When heat is put into a body, the mole
this manner heat energy is converted i
of molecules caused by heat is *disorde*
The molecules move in all directions,
second.

Instructional Objectives

Given sample sentences containing the various directly stated context clues taught, the student will identify the clue in each, stating the kind of clue it is. Then, from the clues, he will be able to give the meaning of the unfamiliar words.

Examples:

- *Palynology*, the study of fossil pollens, reveals information about the climate and life in prehistoric times.
- A *cadence*, which is a full pause at the end of a phrase, is frequently punctuated by a period.
- The judge described the young man as being extremely *recalcitrant*, i.e., he defied every legally constituted authority.

Given several reading passages of the type found below, the student will be able to identify directly given restatements.

Example:

When heat is put into a body, the molecules of the material move more rapidly. In this manner heat energy is converted into kinetic energy of motion. This motion of molecules caused by heat is *disordered*, that is, it lacks direction of any kind. The molecules move in all directions, banging into each other millions of times a second.

Instructional Model

Ev

Put the three example sentences given under Instructional Objectives on the board.

Each of these sentences contains a different type of clue in a context where meanings are directly stated. For each sentence, identify the clue, telling the kind of clue it is, and give the meaning of the italicized word.	The clue to the meaning of *palynology* is a restatement in the form of an appositive. *Palynology* means a study of fossil pollens. *Which is* is the clue introducing a modifying clause. *Cadence* means a full pause at the end of a phrase. *I.e.* is the clue introducing a clause that further defines, by restatement, the meaning of *recalcitrant*.

Have the students skim Exercise S8.

Ask:

What are the signal words that indicate the context clue that reveals the meaning of the unfamiliar word?	*That is* are the signal words indicating that the meaning is revealed by a restatement.
What does *disordered* mean in this context?	*A lack of direction, moving in all directions*

DETERMINING MEANINGS WHICH ARE DIRECTLY STATED BY RESTATEMENTS

er Instructional Objectives on the board.

e to the meaning of *palynology* is a restatement
form of an appositive. *Palynology* means a study
il pollens.

s is the clue introducing a modifying clause.
means a full pause at the end of a phrase.

the clue introducing a clause that further de-
y restatement, the meaning of *recalcitrant*.

are the signal words indicating that the
is revealed by a restatement.

f direction, moving in all directions

Evaluation

Determine if the student can:

- Identify the various types of clues which indicate directly stated meanings for unfamiliar words
- Give meanings for these unfamiliar words

Determine if the student can:

- Locate signal words indicating that a restatement follows to reveal the meaning of an unfamiliar word
- Determine the meaning of the unfamiliar word through the restatement

VOCABULARY DEVELOPMENT

Instructional Rationale

Identifying context clues which are implied through the use of the repetition of key words will aid the reader in determining the meanings of unfamiliar words.

This clue makes use of a key word which is associated with the unfamiliar word and repeats the same word within the context from which the reader may infer meaning.

Example:

His assignments are always extremely *hazardous*. Last week he was assigned to detect the hidden land mines; this week his assignment is to lead a patrol behind the enemy lines.

Instructional Objective

Given a selection similar to the e
repetition of a key word which is
relationship he will infer the mea

These birds thrive in a region
regions, farms consist of small
duction of corn and other grain
pasture grasses, and still othe
hardwood timber.

Instructor's note of materials to supplement the development of the skill of ______________

For pretesting

For reinforcing instruction

For students with marginal readin

For students who are advanced rea

Instructional Objective

Given a selection similar to the excerpt below, the student will identify the repetition of a key word which is associated with an unfamiliar word. From this relationship he will infer the meaning of the unfamiliar word.

> These birds thrive in a region of *diversified* land use. In certain regions, farms consist of small fields, some devoted to the production of corn and other grain crops, others seeded to permanent pasture grasses, and still other areas allowed to remain in native hardwood timber.

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supplement the development of the skill of ______________________________

For students with marginal reading ability

For students who are advanced readers

Instructional Model

Have the students read Exercise S7.

Ask:

Does the sentence containing the word *diversified* reveal its meaning?	No
Is there any link between this sentence and the one following it?	They both contain the word *region*. It is the key word that is repeated.
How does this key word help to obtain a meaning for diversified?	By seeing *region* again in the following sentence the reader can assume that the same idea is being discussed.
From the context, how would you define diversified?	

For students who speak English as a second language

For students who are members of a specific minority group

Evaluatio

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- Obta unfa from

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For po

DETERMINING MEANINGS WHICH ARE IMPLIED BY REPETITION OF KEY WORDS

h contain the word *region*. It is the
that is repeated.

g *region* again in the following sentence
er can assume that the same idea is being
d.

age

ity group

Evaluation

Determine if the student can:

- Identify a key word associated with the unfamiliar word which is repeated
- Obtain the meaning for the unfamiliar word by inference from the use of the key word

For individualizing instruction and/or for home study

For posttesting

VOCABULARY DEVELOPMENT

Instructional Rationale

Identifying connecting words as clues in a context where meaning is implied will aid the reader in determining the meanings of unfamiliar words.

Such connecting words as *however, yet, therefore,* and *similarly* often link unfamiliar words to the implied meaning contained within the context.

Instructional Objective

Given a selection similar to the
connecting word which serves as
meaning.

> Quails are primarily *granivor*
> the seeds of various grasses
> diet. During the summer, ins
> are taken in considerable qua
> mulberry, blackberry, cherry,
> winter the birds feed almost

Instructor's note of materials to supplement the development of the skill of ____________

For pretesting

For students with marginal rea

For reinforcing instruction

For students who are advanced

Instructional Objective

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plied
ntext.

Given a selection similar to the excerpt below, the students will identify a connecting word which serves as a link between an unfamiliar word and its implied meaning.

> Quails are primarily *granivorous* in their feeding habits; therefore, the seeds of various grasses and legumes comprise the bulk of their diet. During the summer, insects, mostly beetles and grasshoppers, are taken in considerable quantity along with soft fruits, such as mulberry, blackberry, cherry, dogwood, and sassafras. In fall and winter the birds feed almost exclusively upon seeds.

upplement the development of the skill of ______________________________

For students with marginal reading ability

For students who are advanced readers

Instructional Model

Have the students read Exercise S7.

Ask:

Does the first part of the first sentence reveal the meaning of *granivorous* ?	No
Is there a connecting word between the parts of the sentence?	Yes, the connecting word is *therefore*.
What does the word *therefore* indicate?	It indicates a relationship between both parts of the sentence.
Can the meaning of *granivorous* in the first part be inferred by the context of the second part?	Yes, the second part mentions that *seeds comprise the bulk of their diet*, which is obviously related to their feeding habits being *primarily granivorous*. The remainder of the excerpt reveals the meaning of *primarily granivorous* by restatement.

For students who speak English as a second language

For students who are members of a specific minority group

, the connecting word is *therefore*.

indicates a relationship between both
ts of the sentence.

, the second part mentions that *seeds
prise the bulk of their diet*, which is
iously related to their feeding habits
ng *primarily granivorous*. The remainder
the excerpt reveals the meaning of
marily granivorous by restatement.

nguage

nority group

Evaluation

Determine if the student can:

- Identify connecting words as clues in a context in which the meaning of an unfamiliar word may be implied
- Infer the meaning of the unfamiliar word

For individualizing instruction and/or for home study

For posttesting

VOCABULARY DEVELOPMENT

Instructional Rationale

Identifying context clues which are implied through the use of parallel sentence structure will aid the reader in determining the meaning of unfamiliar words.

This clue makes use of identical sentence patterns. Certain parts of speech in the part of the sentence revealing the meaning will be similar to that part containing the unfamiliar word. This establishes connection between the two, from which the reader may infer meaning.

Instructional Objective

Given sentences from a selection which
the student will identify parallel sen
meaning of unfamiliar words.

Example:

The lawyer considered his opponent's l
matter of fact, it was so *trivial*, the

VOCABULARY DEVELOPMENT

Instructional Rationale

Identifying restatements of unfamiliar words or thoughts as clues from which meaning may be inferred will aid the reader in determining the meaning of unfamiliar words.

The meaning of an unfamiliar word may be clarified by a restatement of the concept. Occasionally this type of clue may be found to precede the unfamiliar word.

Instructional Objective

Given a selection similar to the excer
ments of meanings for unfamiliar words
the relationship between the restateme

> Food is stored in a pear-shaped mus
> a whole meal could not be eaten at
> contains a multitude of tiny glands
> liquid called gastric juice which m

Instructional Objective

Given sentences from a selection which contains inference clues to word meaning, the student will identify parallel sentence structures as clues revealing the meaning of unfamiliar words.

Example:

The lawyer considered his opponent's last argument. It was very petty. As a matter of fact, it was so *trivial*, the lawyer knew he had no reason to worry.

Instructional Objective

Given a selection similar to the excerpt below, the student will identify restatements of meanings for unfamiliar words, and will be able to infer meaning through the relationship between the restatement and the unfamiliar word.

> Food is stored in a pear-shaped muscular sac. Without the *stomach* a whole meal could not be eaten at one sitting. The stomach lining contains a multitude of tiny glands which pour out a clear yellow liquid called gastric juice which mixes with the stored food.

Instructional Model

Place on the board the sentences under Instructional Objective.

Have the students read the sentences.

Ask:

What similarities can be found between the structure of the sentence containing *trivial* and the preceding sentence?	Both sentences contain in consecutive order the pronoun *it*, a linking verb, and an adverb.
What meaning for *trivial* can be inferred from the sentence that precedes it?	*It was very petty* gives the impression of not being important. The parallel sentence structure is a clue to the repetition of the idea of unimportance.

Instructional Model

Have the students read Exercise S9.

Have the students:

Consider *stomach* as the unfamiliar word	
See if the sentence containing *stomach* reveals its meaning	It doesn't.
Locate a statement in the context which appears to contain the meaning of *stomach*	Although the first sentence does not contain the word *stomach*, there appears to be a relationship between what it describes and what is being said about *stomach* in the next two sentences.

DETERMINING MEANINGS WHICH ARE IMPLIED BY PARALLEL SENTENCE STRUCTURE

nstructional Objective.

entences contain in consecutive order the
n *it*, a linking verb, and an adverb.

very petty gives the impression of not being
ant. The parallel sentence structure is a clue
repetition of the idea of unimportance.

Evaluation

Determine if the student can make inferences about word meanings when clues are provided through the use of parallel sentence structure

DETERMINING MEANINGS WHICH ARE IMPLIED BY RESTATEMENTS

sn't.

gh the first sentence does not contain the
tomach, there appears to be a relationship
n what it describes and what is being said
stomach in the next two sentences.

Evaluation

Determine if the student can make inferences about the meanings of unfamiliar words by identifying restatements of the concept in other sentences either preceding or following the sentence containing the word

VOCABULARY DEVELOPMENT

Instructional Rationale

Identifying the use of antonyms or contrast as context clues will aid the reader in determining the meaning of unfamiliar words.

Through the use of words or phrases that are the opposites of unfamiliar words, the reader is assisted in his attempts to infer meaning. Linking or introductory words are frequently present with this type of clue. They are such expressions as:

unlike
rather than
instead of

Example:

Unlike her sister who was *shy and timid*, Jane was extremely *audacious*.

Instructional Objective

Given a selection similar to the excerpts belo
antonym or a situation of contrast which serve
the meaning of an unfamiliar word may be infer

> So far, we have spoken only about energy in
> chemical energy which is associated with ma
> energy called radiant energy.

> ....Until 1860, the principal use for petro
> of patent medicines, not in lighting or the
> Anthracite coal was too hard to burn in the
> by the colonists. Bituminous coal had not
> in iron making.

Instructor's note of materials to supplement the development of the skill of ______________________

For pretesting

For reinforcing instruction

For individualizing instruction and/or for home study

For posttesting

For students with marginal reading ability

For students who are advanced readers

For students who speak English as a second

For students who are members of a specific m

Instructional Objective

Given a selection similar to the excerpts below, the students will identify an antonym or a situation of contrast which serves as a clue in a context from which the meaning of an unfamiliar word may be inferred.

> So far, we have spoken only about energy in objects. In contrast to chemical energy which is associated with matter, there exists an energy called radiant energy.

> ....Until 1860, the principal use for petroleum was in the manufacture of patent medicines, not in lighting or the production of power. Anthracite coal was too hard to burn in the heating devices employed by the colonists. Bituminous coal had not yet come into general use in iron making.

nt the development of the skill of ______________________________

For students with marginal reading ability

For students who are advanced readers

For students who speak English as a second language

For students who are members of a specific minority group

Instructional Model

Place on the chalkboard the two sentences under Instructional Objective.

Ask:

In this excerpt is there a directly-stated meaning for *radiant energy*?	No
Is there any indication that we should be able to infer the meaning of *radiant energy*?	Yes, the clue is in the words, *In contrast to.* We can assume that radiant energy is not whatever is attributed to chemical energy.

Have the students read Exercise SS3.

Ask:

From this excerpt, what kind of coal is *anthracite*?	Anthracite is a hard coal.
Does the passage directly state any meaning for *bituminous* coal?	No
Is there any clue from which the meaning of *bituminous* can be inferred?	The selection states that *anthracite coal was too hard to burn*... then following that it says that *bituminous coal had not yet come into general use.* The implication is that bituminous coal could have been used and therefore was not too hard.
What kind of coal is *bituminous*?	Bituminous is a soft (not hard) coal.

under Instructional Objective.

the clue is in the words, *In contrast to.*
n assume that radiant energy is not what-
is attributed to chemical energy.

acite is a hard coal.

election states that *anthracite coal was too*
to burn... then following that it says that
inous coal had not yet come into general use.
mplication is that bituminous coal could have
used and therefore was not too hard.

inous is a soft (not hard) coal.

Evaluation

Determine if the student can:

- Identify a statement of contrast or an antonym as a clue to the meaning of an unfamiliar word which is implied in the context
- Infer the meaning of the unfamiliar word

INTERPRETING READING MATERIAL IN SOCIAL STUDIES

The
lesson
entitled....

Using roots and affixes commonly found in social studies reading material . . . . . .

Using context clues . . . .

General vocabulary used in a special sense. . . . .

Specialized vocabulary. . . . .

Identifying connotations as clues to author's bias. . . . .

Identifying the main idea by direct statement . . . .

Inferring the intended reader and intended effects. . . . .

Relating details to main idea . . . .

Identifying emphases. . . . .

Identifying basis for organization. . . . .

Discriminating facts from opinions. . . . .

Inferring author's attitude toward topic. . . . .

Comparing divergent texts . . . .

Comprehending charts and graphs . . . .

Understanding political cartoons. . . . .

N SOCIAL STUDIES

	begins on page....	*and is based upon reading exercise....*	*beginning on page....*
y found in social studies reading material	22	SS1	184
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ecial sense.	26	SS2	186
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rect statement	32	SS3 SS4	187 188
nd intended effects.	34	SS5 SS6	189 191
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ion.	38	SS10.	196
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ard topic.	42	SS12.	198
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CORR

SS1	SS2	SS3	SS4	SS5	SS6	SS7	SS8
1. (2)	1. (2)	1. (1)	1. (2)	1. (2)	1. (2)	1. (4)	1. (1)
2. (3)	2. (1)	2. (2)	2. (1)	2. (3)	2. (2)	2. (3)	2. (3)
3. (1)	3. (3)	3. (1)	3. (3)	3. (1)		3. (1)	3. (2)
4. (4)	4. (3)	4. (3)	4. (1)	4. (4)		4. (1)	4. (4)
5. (1)	5. (1)	5. (2)	5. (2)	5. (2)		5. (2)	5. (2)
6. (3)	6. (2)	6. (1)	6. (2)	6. (1)			6. (4)
7. (2)				7. (3)			

SS13	SS14	SS15	SS16	SS17	SS18	SS19	SS20
1. (1)	1. (2)	1. (3)	1. (2)	1. (2)	1. (2)	1. (3)	1. (1)
2. (4)	2. (4)	2. (2)	2. (2)	2. (4)			
3. (4)	3. (4)		3. (1)	3. (2)			
4. (2)			4. (2)	4. (4)			
5. (3)			5. (4)	5. (3)			
6. (1)			6. (4)	6. (1)			
7. (2)			7. (1)				
8. (1)							
9. (3)							
10. (3)							
11. (2)							
12. (2)							
13. (3)							
14. (4)							

Instructor's note of materials to supplement the development of the skill of ______________

For pretesting

For reinforcing instruction

For individualizing instruction and/or for home study

For posttesting

For students with marginal reading abilit

For students who are advanced readers

For students who speak English as a secon

For students who are members of a specifi

CORRECT RESPONSES TO ASSESSMENT OF COMPREHENSION

SS5	SS6	SS7	SS8	SS9	SS10	SS11	SS12
1. (2)	1. (2)	1. (4)	1. (1)	1. (2)	1. (4)	1. (2)	1. (3)
2. (3)	2. (2)	2. (3)	2. (3)	2. (3)	2. (2)	2. (3)	2. (2)
3. (1)		3. (1)	3. (2)	3. (2)	3. (4)	3. (4)	3. (1)
4. (4)		4. (1)	4. (4)	4. (4)	4. (1)	4. (2)	4. (1)
5. (2)		5. (2)	5. (2)	5. (1)	5. (4)		5. (4)
6. (1)			6. (4)		6. (3)		6. (3)
7. (3)							7. (2)
							8. (1)
							9. (4)

SS17	SS18	SS19	SS20
1. (2)	1. (2)	1. (3)	1. (1)
2. (4)			
3. (2)			
4. (4)			
5. (3)			
6. (1)			

the development of the skill of ____________________

For students with marginal reading ability

For students who are advanced readers

For students who speak English as a second language

For students who are members of a specific minority group

VOCABULARY DEVELOPMENT IN SOCIAL STUDIES

Instructional Rationale

Knowledge of the meanings of roots and affixes commonly used in social studies reading material will increase the efficiency with which the reader will be able to interpret the material.

Examples of roots and affixes commonly used in social studies material:

anthro = (man) anthropology
anti = (against) antiballistic missile
archos = (leader) anarchy
auto = (self) autocracy
constitutus = (stand) constitution
cracy = (rule) autocracy
demos = (people) democracy
federis = (league) confederate
gress = (step) aggression
ideo = (idea) ideology
inter = (between) international
judic = (judge) judicial
leg = (law) legislature
liber = (free) liberty
mare = (sea, water) marine
publicus = (people) republic

Instructional Objectives

Given a root or affix commonly used in soci
will, with the knowledge of the meanings of
meaning of several words containing the sam

Example:

root - *gress* meaning - step; words:

Given the word in a sentence, the student w
its literal meaning and its use in the sent

Example:

When the work is organized, more *progress* w

Given a selection similar to the excerpt be
mine the meanings of unfamiliar words from
their roots and affixes.

> Though some Americans -- mainly persons
> always sympathized with the Central Powe
> *democratic* Britain and France. It seeme
> victory would be a victory for *democracy*
> was the anger aroused by the *submarine* d
> sunk, Wilson decided to wait no longer.
>
> Appearing before *Congress* on April 2, 19
> declaration of war...

ES

Instructional Objectives

Given a root or affix commonly used in social studies reading material, the student will, with the knowledge of the meanings of the roots or affixes, give the literal meaning of several words containing the same root or affix.

Example:

root - *gress* meaning - step; words: progress, regress, etc.

Given the word in a sentence, the student will give a meaning for the word based on its literal meaning and its use in the sentence.

Example:

When the work is organized, more *progress* will be made.

Given a selection similar to the excerpt below, the student will be able to determine the meanings of unfamiliar words from knowledge of the literal meanings of their roots and affixes.

> Though some Americans -- mainly persons of German and Austrian decent -- had always sympathized with the Central Powers, most of our people favored a *democratic* Britain and France. It seemed to many that a British and French victory would be a victory for *democracy* everywhere. Added to this feeling was the anger aroused by the *submarine* disputes. When a few more ships were sunk, Wilson decided to wait no longer.
>
> Appearing before *Congress* on April 2, 1917, the President asked for a declaration of war...

Instructional Model

Write the root *gress* and its meaning on the board. Give the class 5 to 10 minutes to divide into groups of three to compile lists of words containing this root. Have a member of each group write one of their words on the board for the class to determine its meaning from the literal translation of the component parts. Encourage discussion of the meanings of these words as they are used in sentences.

A list such as the following may be compiled.

gress	step
pro gress	step forward
con gress	step with
trans gress	step across
ag gression	step against
retro gression	step back again
re gression	step back

Progress in this sentence means going forward by way of accomplishment.

Have the students read Exercise SS1.

Ask:

What are the component parts of *democracy*?	*Demo* meaning *people* *Cracy* meaning *rule*
What is the literal meaning of *democracy*?	*Rule of or by the people*
Using the same literal meanings, what does *democratic* mean?	Of or pertaining to rule by the people. (*ic* is an adjective ending)
What root or affix is contained in *submarine*?	*Sub* meaning *under* *Mare* meaning the *sea*
What is its literal meaning?	Something (a noun) under the sea
What does it mean as it is being used in context?	It is describing a dispute over *something under the sea*. As the reader goes on to the next sentence he is able to infer that the *something* is a ship.
What is the literal meaning of *Congress*?	*Stepping with*

USING ROOTS AND AFFIXES COMMONLY FOUND IN SOCIAL STUDIES READING MATERIAL

Evaluation

list such as the following may be compiled.

gress	step
pro gress	step forward
con gress	step with
trans gress	step across
ag gression	step against
retro gression	step back again
re gression	step back

ogress in this sentence means going forward
way of accomplishment.

mo meaning *people*
acy meaning *rule*

le of or by the people

or pertaining to rule by the people. (*ic* is
adjective ending)

b meaning *under*
re meaning the *sea*

mething (a noun) under the sea

is describing a dispute over *something under the*
a. As the reader goes on to the next sentence he
able to infer that the *something* is a ship.

tepping with

Determine if the student can give literal meanings for words containing the same roots and/ or affixes

Determine if the student can, through the use of the literal meaning and a given context, arrive at the intended meaning of the word

Determine if the student can:

- Identify roots and affixes that are frequently found in a social studies context
- Give literal meanings for these roots and affixes
- From these meanings, and through the use of context, determine the meanings of unfamiliar words in a passage

Other words which might be analyzed in similar fashion are *monarchy, constitution,* and *republic* as found in the third paragraph of Exercise SS10.

VOCABULARY DEVELOPMENT IN SOCIAL STUDIES

Instructional Rationale

Understanding that meanings of both familiar and unfamiliar words can be revealed by either directly stated or implied contextual clues can aid the reader in interpreting reading material in social studies.

Although directly stated clues will be found in social studies material, implied clues seemed to be used more frequently -- especially those which reveal meanings through established connections such as by parallel sentence structure, repetition of key words, connecting words, and restatements using different words. The student should also be aware that occasionally he will encounter figurative language used in this material from which he must infer meaning.

See the section on General Vocabulary Development for lessons on each of the various types of context clues.

Instructional Objective

Given several reading passages from soc
student will state the technical meanin
identifying and using either directly s

> Up to 1914 the United States economy
> to finance the building of the farms
> American economic growth. To build
> required more *capital* than Americans
> businessman has to borrow money to g
> savings of other countries to begin
> ceeded, the need for foreign capital,
> wealthy enough to provide larger and
> through its own saving. Nonetheless
> *debtor*, meaning that she had borrowe

Instructor's note of materials to supplement the development of the skill of ________________

For pretesting

For reinforcing instruction

For individualizing instruction and/or for home study

For posttesting

For students with marginal reading abi

For students who are advanced readers

For students who speak English as a se

For students who are members of a spec

UDIES

Instructional Objective

Given several reading passages from social studies material, as sampled below, the student will state the technical meanings of familiar and unfamiliar words by identifying and using either directly stated or implied context clues.

> Up to 1914 the United States economy relied heavily on the help of foreigners to finance the building of the farms and factories that *lay at the heart of* American economic growth. To build new *industries*, railroads, and cities required more *capital* than Americans had available. In the same way that a businessman has to borrow money to get started, America had to borrow the savings of other countries to begin her industrialization. As growth proceeded, the need for foreign capital declined because the United States grew wealthy enough to provide larger and larger amounts of money for development through its own saving. Nonetheless, in 1914, the United States was a *net debtor*, meaning that she had borrowed more from abroad than she had invested.

pplement the development of the skill of ______________________________

For students with marginal reading ability

For students who are advanced readers

For students who speak English as a second language

For students who are members of a specific minority group

Instructional Model

Have the students read Exercise SS2.	
Have the students identify the term whose meaning is directly stated.	*Net debtor*
Ask:	
What does *net debtor* mean?	A country whose foreign debts exceed its investments
What was the clue to the direct statement?	*Meaning*
Have the students identify the words whose meanings are implied.	*Industries, capital, lay at the heart of*
Ask:	
What key word is repeated to reveal the meaning of *industries*?	*Build* in variant forms When first used, *building* is followed by *industries*. This indicates a relationship between *industries* and *farms* and *factories*.
What is the key to the meaning of *capital*? The two words are connected by the relationship of *borrowing that which you need*. i.e., capital was required....money was borrowed.	*To borrow money* - this is a restatement using the synonym *money*
What figurative phrase is used? This reference to a physical organ is simply a comparative (metaphoric) way of saying that building was as vital to the American economy as the heart is to the body.	*Lay at the heart of*
What is the meaning of this phrase in this particular context?	*Heart* is used to mean the center, the core, or the basis of.

Net debtor

A country whose foreign debts exceed its investments

Meaning

Industries, capital, lay at the heart of

Build in variant forms
When first used, *building* is followed by *industries*. This indicates a relationship between *industries* and *farms* and *factories*.

To borrow money - this is a restatement using the synonym *money*

Lay at the heart of

Heart is used to mean the center, the core, or the basis of.

Evaluation

Determine if the student can:

- Identify the clues that reveal meaning
- Give the special meanings for unfamiliar words through the use of directly stated clues
- Give the special meanings for familiar and unfamiliar words through the use of clues that imply meaning

Other words whose meanings may be determined by context clues are *developed* and *primitively*, as found in the first and second paragraphs of Exercise SS9.

VOCABULARY DEVELOPMENT IN SOCIAL STUDIES

Instructional Rationale

Many common or familiar words when used in a social studies context have special meanings. Knowledge of these special meanings is essential to the correct interpretation of reading materials in social studies.

Example:

As commonly used, *age* refers to the number of years a person or thing has existed in its present form. The *age* of the house is stated on the deed.

However, when used in history, *age* means a period of time characterized by the occurrence or development of something important during that time. During the stone *age*, man was primitive.

Instructional Objectives

Given a number of pairs of senten
student will give a meaning for t

Example A:

1. At his third *strike*, he hande
2. The electrical workers were o

Example B:

1. She is the same *age* as her ne
2. Children of the space *age* are

Given several social studies pass
words which have meanings that di
will use context clues to infer t

Examples of such words are:

	Common Usa
Apparatus	A collection o materials, ins
Bottleneck	A point of tra obstruction -- passage
Capital	The chief city state or regio
Cement	A powder compo several elemen to make mortar concrete
Latitude	Angular distan a specified ci plane of refer

Instructional Objectives

Given a number of pairs of sentences each of which has one word in common, the student will give a meaning for the word as it is used in each sentence.

Example A:

1. At his third *strike*, he handed the bat to the next player.
2. The electrical workers were on *strike* for 6 months.

Example B:

1. She is the same *age* as her nephew.
2. Children of the space *age* are familiar with the way rockets and missiles work.

Given several social studies passages, students will be able to identify those words which have meanings that differ from the more general use of the word. They will use context clues to infer the special meaning of an otherwise familiar word.

Examples of such words are:

	Common Usage	Special Usage in Social Studies
Apparatus	A collection or set of materials, instruments	The organization of a political party -- the machinery of government
Bottleneck	A point of traffic obstruction -- narrow passage	A condition which obstructs, preventing progress
Capital	The chief city of a state or region	Available money or the value of accumulated goods
Cement	A powder composed of several elements used to make mortar and concrete	To bind together, to unite, to exert a marked cohesive effect
Latitude	Angular distance from a specified circle or plane of reference	Freedom of action or decision

Instructional Model

Using the examples provided under instructional objectives, discuss the two different meanings of *strike* and *age*.

In the following excerpt, there are two familiar words which have a special meaning in this social studies context.

> Up to 1914, the United States economy relied heavily on the help of foreigners to finance the building of the farms and factories that lay at the *heart* of American economic growth. To build new industries, railroads, and cities required more *capital* than America had available. In the same way that a businessman has to borrow money to get started, America had to borrow the savings of other countries to begin her industrialization.

Heart is used figuratively to mean the center or basis of growth. *Capital* is used in the sense of accumulated assets (money).

Have the students read Exercise SS2 silently.

Have the students underline the words which appear to be familiar and yet do not seem to have the same meanings that one would ordinarily associate with them.

Discuss the meaning of *heart*. This is an example of the figurative use of a word which has acquired a special meaning in social studies, and is used quite frequently, i.e., the *heart* of the city, the *heart* of the controversy.

Ask:

Does the use of capital in this passage refer to a city where the government of a state is located?	No. Such a meaning would not fit the context.
Does the context imply a meaning for capital?	Yes, ...*finance building*, ...*borrow money*, *borrow savings to begin industrialization.*

ional objectives, discuss the two different meanings

miliar words which have a special meaning in this

lied heavily on the ng of the farms and can economic growth. cities required more the same way that a tarted, America had to begin her	*Heart* is used figuratively to mean the center or basis of growth. *Capital* is used in the sense of accumulated assets (money).

ly.

h appear to be familiar and yet do not seem to
narily associate with them.

example of the figurative use of a word which has
es, and is used quite frequently, i.e., the *heart*

No. Such a meaning would not fit the context.

Yes, ...*finance building*, ...*borrow money*, *borrow savings to begin industrialization*.

Evaluation

Using the reading exercises, determine if the student can:

- Identify words whose meanings in the social studies context differ from the meanings he ordinarily associates with the word
- Infer meanings for these words from available clues in the context

VOCABULARY DEVELOPMENT IN SOCIAL STUDIES

Instructional Rationale

Increasing the student's technical or specialized social studies vocabulary that he recognizes on sight will lessen the time he must devote to using context clues, procedures of word analysis, or the dictionary in correctly interpreting reading material in social studies.

Words that are specific to social studies must be taught. Yet, it is not possible for an instructor to teach the meanings of all the specialized words a student will meet in this content area. In addition, not every student will need to be taught every word. Words that are known to some students will be unknown to others.

For these reasons, techniques and activities should emphasize individual needs and self-instruction.

Instructional Objectives

A. Independent Activities

Students will attend lectures, films, and p
studies as a theme. Libraries, museums, an
show documentary films on such topics as g
American history, ancient civilization, an
documentaries, news reports, and panel dis
sources of the technical social studies vo
magazines are examples of available readin
this specific vocabulary.

B. Instructional Activity

Students will be able to categorize relate
each of the topic headings below related w

Economics

capital
federal
price control
parity
income taxes
excise taxes
industry (foreign & domestic)
stability
protective legislation
investment
liquidation

Instructional Objectives

A. Independent Activities

Students will attend lectures, films, and plays that have some aspect of social studies as a theme. Libraries, museums, and some civic organizations frequently show documentary films on such topics as government, economics, European and American history, ancient civilization, and geography. Political speeches, documentaries, news reports, and panel discussions on television are also good sources of the technical social studies vocabulary. Newspapers, pamphlets, and magazines are examples of available reading material which will contain much of this specific vocabulary.

B. Instructional Activity

Students will be able to categorize related technical terms. For example, under each of the topic headings below related words have been listed.

Economics

capital
federal
price control
parity
income taxes
excise taxes
industry (foreign & domestic)
stability
protective legislation
investment
liquidation

Congress

committee system
seniority
legislative
conservative
left-wing radicalism
reactionism

Instructional Model

Encourage students to increase their understanding of technical terms through some of the suggested independent activities.

Suggest that they take note of terms with which they are unfamiliar and check on their meanings by using a dictionary or glossary. In addition, they should feel free to ask to have specific terms explained in class.

Ask them to bring in newspaper or magazine articles on a particular topic. Anticipate and present technical terms which are commonly used in this topic. Discuss articles. Include specific terms and make distinctions between terms of somewhat similar meanings.

Ask students to bring in newspaper or magazine articles on a particular topic.

As students present their articles for discussion, lead them to discover through the content or by some other techniques the meanings of words which either had not been anticipated or were not being used correctly.

tanding of technical terms through some of the

hich they are unfamiliar and check on their In addition, they should feel free to ask

articles on a particular topic. Anticipate and used in this topic. Discuss articles. Include n terms of somewhat similar meanings.

ine articles on a particular topic.

ussion, lead them to discover through the nings of words which either had not been y.

Evaluation

The instructor encourages self-evaluation. The student should determine if he:

- Participates regularly in some outside class activity which will aid in increasing their technical vocabularies
- Notes those words whose meanings are obscure or unknown
- Attempts to clarify these meanings by using a dictionary or consulting the instructor

The instructor should determine if the student:

- Uses technical terms correctly when discussing or reporting on a particular topic
- Uses context clues to determine meanings of unfamiliar words

VOCABULARY DEVELOPMENT IN SOCIAL STUDIES

Instructional Rationale

Identifying the connotations of words that reveal the writer's attitude or bias toward his subject will aid the reader in making a more accurate assessment of the author's intent.

Emotionally charged words are frequently used to produce or modify in the reader feelings or attitudes. From several words revealing nearly the same literal information, a writer will choose those that will most efficiently achieve these ends.

Instructional Objectives

Given pairs of terms, each pair having s
students will identify the term in each

Examples:

1. backward countries - developing nati
2. economically disadvantaged - slum dw
3. racists - segregationists
4. radicals - liberals
5. convert - proselytize
6. incentive - bribe

Given a passage, as sampled below, the s
charged words or phrases and, from these
or bias on the topic.

> Malathion, another of the organic pho
> public as DDT, being widely used by n
> cides, in indiscriminate mosquito spr
> insects as the spraying of nearly a m
> for the Mediterranean fruit fly. It
> group of chemicals and many people as
> out fear of harm. Commercial adverti
> attitude.
>
> The alleged "safety" of malathion res
> although -- as often happens -- this
> had been in use for several years....

Instructional Objectives

Given pairs of terms, each pair having somewhat the same literal meaning, the students will identify the term in each pair which has an unfavorable connotation.

Examples:

1. backward countries - developing nations
2. economically disadvantaged - slum dwellers
3. racists - segregationists
4. radicals - liberals
5. convert - proselytize
6. incentive - bribe

Given a passage, as sampled below, the students will be able to list emotionally charged words or phrases and, from these, determine the writer's feelings, attitudes, or bias on the topic.

> Malathion, another of the organic phosphates, is almost as familiar to the public as DDT, being widely used by naïve gardeners, in household insecticides, in indiscriminate mosquito spraying, and in such blanket attacks on insects as the spraying of nearly a million acres of Florida communities for the Mediterranean fruit fly. It is considered the least toxic of this group of chemicals and many people assume they may use it freely and without fear of harm. Commercial advertising encourages this complacent attitude.
>
> The alleged "safety" of malathion rests on rather precarious ground, although -- as often happens -- this was not discovered until the chemical had been in use for several years....

Instructional Model

List pairs of terms on the board. Conduct a group discussion on the favorable and unfavorable connotations of these terms.

Each pair of terms has a similar literal meaning. However, each term within the pair has a different connotation. In the first pair, *backward countries* and *underdeveloped nations* have similar meanings. When one says *backward countries*, an unfavorable attitude is conveyed: an attitude of superiority of one's own country. *Underdeveloped nations* is a more favorable way of referring to these countries, conveying the expectation of their potential development.

favorable		unfavorable
developing nations	-	backward countries
economically disadvantaged	-	slum dwellers
segregationists	-	racists
liberals	-	radicals
convert	-	proselytize
incentive	-	bribe

Have the students read Exercise SS13 silently.

Have the students list the words or phrases that are clues to the author's attitude.

Save from extinction

Hazards...consequences

Serious to fatal

Violently ill

Danger...extreme

Considered the least toxic

Complacent attitude

Alleged "safety"

Precarious ground

What does the use of these words reveal about the author's position?	The author believes that malathion is more dangerous than people realize.

IDENTIFYING CONNOTATIONS AS CLUES TO AUTHOR'S BIAS

Evaluation

favorable		unfavorable
developing nations	-	backward countries
economically disadvantaged	-	slum dwellers
segregationists	-	racists
liberals	-	radicals
convert	-	proselytize
incentive	-	bribe

Determine if the student can identify the favorable and unfavorable connotations of terms with similar literal meanings

ave from extinction

azards...consequences

erious to fatal

iolently ill

Danger...extreme

Considered the least toxic

Complacent attitude

Alleged "safety"

Precarious ground

Determine if a student can identify the emotionally charged words in a passage, and from these determine the writer's bias

he author believes that malathion is more angerous than people realize.

INTERPRETING READING MATERIAL IN SOCIAL STUDIES

Instructional Rationale

Identifying the main idea when it is directly stated by the author will help the reader to establish a purpose for reading the selection, to frame questions he anticipates the selection will answer, and to retain the information conveyed.

Though not directly related to passing the test of General Educational Development, being able to determine quickly the main idea of a selection is necessary when the reader is searching textbooks, magazines, or newspapers for an article on a specific subject.

Instructional Objective

Given a reading exercise in social studies, when it is contained in a direct statement

Instructor's note of materials to supplement the development of the skill of ______________

For pretesting

For students with marginal reading abili

For reinforcing instruction

For students who are advanced readers

DIES

Instructional Objective

Given a reading exercise in social studies, the student will identify the main idea when it is contained in a direct statement.

t the development of the skill of _____________________________________

For students with marginal reading ability

For students who are advanced readers

Instructional Model

Have the students read Exercise SS3 rapidly.

Point out that the author's development of this topic follows a conventional pattern in that the first sentence signals what is going to be discussed (mining in colonial America); and how it is going to be discussed (from the standpoint of why it was not important); then the words *first, second,* and *finally* signal three answers to the question which the reader should have posed: Why was mining unimportant in colonial America?

Ask the students to weigh whether or not, in their opinions, the reasons given were, as described by the author, good reasons.

Have the students read the first paragraph of Exercise SS4 rapidly.

Point out to the students that while the main idea of Exercise SS3 was fully stated in the first sentence, the main idea of Exercise SS4 must be obtained from two clues found in the first and second sentences of the first paragraph: Indians had a set way of doing things which were often determined by instruction from departed spirits.

Ask the students to determine the manner in which the remainder of the exercise develops the main idea. They should conclude that the author chose to describe, by example, the influence that belief in the spirits exerted over the Indians.

For students who speak English as a second language

For students who are members of a specific minority group

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IDENTIFYING THE MAIN IDEA BY DIRECT STATEMENT

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t of this topic follows a conventional pattern in s going to be discussed (mining in colonial scussed (from the standpoint of why it was not *nd*, and *finally* signal three answers to the posed: Why was mining unimportant in colonial

not, in their opinions, the reasons given were, ns.

raph of Exercise SS4 rapidly.

he main idea of Exercise SS3 was fully stated in xercise SS4 must be obtained from two clues found he first paragraph: Indians had a set way of ed by instruction from departed spirits.

er in which the remainder of the exercise onclude that the author chose to describe, by the spirits exerted over the Indians.

Evaluation

Determine if the student can recognize the main idea of another comparable social studies passage in which the main idea is directly stated

cond language

For individualizing instruction and/or for home study

ific minority group

For posttesting

INTERPRETING READING MATERIAL IN SOCIAL STUDIES

Instructional Rationale

Being able to infer the reader toward whom the author is directing his message and the effect he hopes to achieve will alert the reader to the author's biases and to meanings that might otherwise remain obscured.

Instructional Objectives

Given a reading exercise in social studies,
individual whom the author perceived the reac

Given a reading exercise in social studies,
the author anticipated his message would hav

Instructor's note of materials to supplement the development of the skill of ____________________

For pretesting

For reinforcing instruction

For individualizing instruction and/or for home study

For posttesting

For students with marginal reading ability

For students who are advanced readers

For students who speak English as a second

For students who are members of a specific

Instructional Objectives

Given a reading exercise in social studies, the student will infer the type of individual whom the author perceived the reader would be.

Given a reading exercise in social studies, the student will infer the effect that the author anticipated his message would have upon the reader.

plement the development of the skill of ______________________________

For students with marginal reading ability

For students who are advanced readers

For students who speak English as a second language

For students who are members of a specific minority group

Instructional Model

Have the students survey Exercise SS5 by reading the first sentence of each paragraph.

Ask:

What is the main idea and how is it revealed?	Reasons why the birth of the United States had a revolutionary effect upon Europe. Directly stated.
For what two audiences might this have been written?	American or anyone interested in revolution
Have the students read the selection carefully and underline any clues they find that might indicate who the author perceived his readers would be.	*We Americans* indicates the nationality of both the author and his intended audience. The context of *we Americans* further reveals that the author acknowledges that his audience may hold divergent opinions regarding revolutions.

Have the student note the title of Exercise SS6.

Briefly discuss the meaning of the phrase *old wives' tales.*

Set the purpose for reading this exercise with the comments:

This article was written about the menopause, or the change of life experienced by women of middle age. Read the first four paragraphs and underline any words that indicate how the author feels about much of the information which has previously circulated on this subject.	*Old wives' tales* *Rumors* *Such stuff and nonsense!* *Any woman who can read*

Have the students read the remainder of SS6 and answer the first question which follows it.

Discuss with the students the reasons for their choices, which may vary—the males choosing answer 1 and the females answer 2. Encourage the students to substantiate their answers by quoting words or phrases from the text.

INFERRING THE INTENDED READER AND INTENDED EFFECTS

5 by reading the first sentence of each paragraph.

sons why the birth of the United States had a
olutionary effect upon Europe. Directly stated.

rican or anyone interested in revolution

Americans indicates the nationality of both the
hor and his intended audience.

context of *we Americans* further reveals that the
hor acknowledges that his audience may hold divergent
nions regarding revolutions.

xercise SS6.

hrase *old wives' tales*.

wives' tales

rs

stuff and nonsense!

woman who can read

of SS6 and answer the first question which follows it.

s for their choices, which may vary—the males choosing
Encourage the students to substantiate their answers by
t.

Evaluation

Determine if the student can:

- Infer the type of reader for whom an author was writing

- Infer the effect that the author was attempting to achieve

INTERPRETING READING MATERIAL IN SOCIAL STUDIES

Instructional Rationale

Reading material in social studies is often elaborated upon in much greater detail than reading material in science. Some of these details will be significantly related to the main idea; others will be included as interesting sidelights or digressionary embellishments.

The reader must be able to identify the significant details and relate them to the main idea. Without this ability the reader will never be able to determine if the author has adequately substantiated his argument with facts. This aspect of critical reading is quite important in analyzing editorials, pamphlets, and other printed material dealing with current events.

Instructional Objective

Given a reading exercise in social studies, significant details and relate the details t

Instructor's note of materials to supplement the development of the skill of ______________________

For pretesting

For students with marginal reading abilit

For reinforcing instruction

For students who are advanced readers

STUDIES

Instructional Objective

Given a reading exercise in social studies, the student will identify the significant details and relate the details to the main idea.

ement the development of the skill of ______________________________

For students with marginal reading ability

For students who are advanced readers

Instructional Model

Have the students read Exercise SS7 silently.

Ask the students to summarize the story in one or two sentences.	The people of Massachusetts were reluctant to return Burns, a former slave, to the South. Their efforts were in vain, and amid violence he was returned to Richmond.
Ask the students to list the details which they consider to be significant.	1. Burns, while living and working in Boston, was arrested as a jewel thief. 2. Colonel Suttle, his former owner, tricked him into admitting he was a runaway slave. 3. Commissioner Loring decided Burns must be returned. 4. The people of Boston protested this decision and attempted, by oratory and by force, to obtain Burns. 5. A plan to purchase Burn's freedom failed. 6. Federal forces arrived to remove Burns. This, they accomplished amidst sullen protest by the Bostonians.

Discuss with the students their reasons for and the processes by which they separated that which was significant from that which was extraneous elaboration included by the author simply for the sake of making the story more interesting.

Point out to the students that numbers and dates can also be significant details. For reinforcement of this idea, have the students read Exercise SS8 and answer the accompanying assessments of comprehension.

Discuss with the students the significance of their answers to questions 3, 4, and 6.

For students who speak English as a second language

For students who are members of a specific minority group

Evaluation

tly.

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plan to purchase Burn's freedom failed.
deral forces arrived to remove Burns. This, they complished amidst sullen protest by the Bostonians.

or and the processes by which they separated that which neous elaboration included by the author simply for the .

d dates can also be significant details. For reinforce- Exercise SS8 and answer the accompanying assessments of

e of their answers to questions 3, 4, and 6.

Determine if the student can discriminate which details in a social studies passage are significant and indicate that he understands how these details complement the main idea

d language

For individualizing instruction and/or for home study

c minority group

For posttesting

INTERPRETING READING MATERIAL IN SOCIAL STUDIES

Instructional Rationale

Identifying the emphasis placed upon certain facts or concepts will aid the reader in determining those aspects of his subject that the author considers to be important and will contribute to his awareness of the intended effect of the author.

Emphasis is achieved by space devoted to a particular aspect of a topic, repetition of key words or phrases, by use of mechanical devices such as italics or underlining, and/or by the use of emphatic language such as *absolutely vital, strictly forbidden,* and *of great importance.*

In social studies, emotionally charged or exaggerated terms such as *imperialistic, aggressive, hawkish, inhumane,* and *martyrdom* are frequently employed to emphasize a viewpoint.

Instructional Objective

Given a reading exercise in social studies
the order of stress that the author places

INTERPRETING READING MATERIAL IN SOCIAL STUDIES

Instructional Rationale

Identifying the basis that the author has used in organizing the details will help the reader co relate the details to the passage in a meaningful way and will enhance retention of main ideas.

In social studies, material is commonly organized by the sequence of historical events, geographical progressions, causes and effects, comparisons and contrasts, personalities and problems, social substructures, etc.

Instructional Objective

Given a reading exercise in social studies
the logical outline or progression of thou

OCIAL STUDIES

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OCIAL STUDIES

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, etc.

Instructional Objective

Given a reading exercise in social studies, the reader will be able to approximate the order of stress that the author places upon the details or arguments presented.

Instructional Objective

Given a reading exercise in social studies, the student will be able to determine the logical outline or progression of thought followed by the author.

Instructional Model

Have the students read Exercise SS9 silently.

Ask:

What is the organization of the material?	Comparison of developed countries (paragraph 1) with underdeveloped countries (paragraphs 2-4).
In terms of amount of material alone, which type of country receives emphasis in this exercise?	Underdeveloped countries
Is any area in particular emphasized? How?	Black Africa By extended example
What point regarding Black Africa does the author stress and what means of stress does he use?	The people of Black Africa are not inferior or less intelligent. The emphatic expression, *Not at all*

Instructional Model

Have the students read Exercise SS10 silently.

Ask the students to list the dates in the order in which they appear in the Exercise.	1880 1887 1894	1898 1959

Point out that chronological organization is frequently used by authors of historical material.

Ask the students if they detect any other organization which repeats itself a number of times in this exercise.	Cause and effect. Each historical event is prefaced with a reason why it came to pass.

IDENTIFYING EMPHASES

ntly.

Comparison of developed countries (paragraph 1) with underdeveloped countries (paragraphs 2-4).

Underdeveloped countries

Black Africa
By extended example

The people of Black Africa are not inferior or less intelligent. The emphatic expression, *Not at all*

Evaluation

Determine if the student can approximate the degree of stress that the author places on certain details

IDENTIFYING BASIS FOR ORGANIZATION

ently.

e	1880	1898
se.	1887	1959
	1894	

n is frequently used by authors of historical

r Cause and effect. Each historical event is
er prefaced with a reason why it came to pass.

Evaluation

Determine if the student can identify the various kinds of organizations used by authors of reading material in social studies

INTERPRETING READING MATERIAL IN SOCIAL STUDIES

Instructional Rationale

Being able to discriminate facts from opinions is particularly important in interpreting reading material dealing with social issues, for the author of such materials frequently writes for the purpose of promoting a particular viewpoint. The reader should therefore be aware of the influence that the author is intending to exert either by being prejudiced in terms of the facts he chooses to report and those he chooses to ignore, or by interjecting his own statements which are not verifiable.

Instructional Objective

Given a reading exercise in social studie
particular viewpoint, the student will di
are verifiable and those which are not.

Instructor's note of materials to supplement the development of the skill of ____________

For pretesting

For reinforcing instruction

For individualizing instruction and/or for home study

For posttesting

For students with marginal reading ability

For students who are advanced readers

For students who speak English as a second l

For students who are members of a specific m

AL STUDIES

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Instructional Objective

Given a reading exercise in social studies which obviously intends to promote a particular viewpoint, the student will discriminate between the statements which are verifiable and those which are not.

plement the development of the skill of ______________________________

For students with marginal reading ability

For students who are advanced readers

For students who speak English as a second language

For students who are members of a specific minority group

Instructional Model

Have the students read through Exercise SS11 silently.

Ask the students to circle descriptive terms which might be questioned as to their accuracy or breadth of generalization.

Amazing
Great increase
Readily attended
Great sacrifices

Encourage the students to react critically to these terms by asking themselves such questions as:

- *Amazing* to whom and why?
- How much of an actual increase is considered *great*?
- How was the student's readiness to attend determined?
- What sacrifices were considered *great*?

Ask the students to underline the statement which would be difficult to verify.

No people ever accepted the blessings of education with more enthusiasm than the Filipinos.

Encourage the students to formulate questions regarding Governor Frank Murphy's statement.

Ask the students to identify statements which they assume could be verified from other sources.

In 1935, there were 7,300 public schools ...etc.
Our rate of illiteracy...etc.

Ask the students if the author attempted to support all of his statements with facts.

No -- the statements that the Filipinos became *more enlightened, more sports-minded, and more democratic* are not supported by any facts.

Ask the students to suggest facts which have been *overlooked* by the author because such facts might not support his viewpoint.

silently.

which *Amazing*
breadth *Great increase*
Readily attended
Great sacrifices

o these terms by asking themselves such questions

ered *great*?

d determined?

which *No people ever accepted the blessings of education with more enthusiasm than the Filipinos.*

s regarding Governor Frank Murphy's statement.

h they *In 1935, there were 7,300 public schools ...etc.*
.
Our rate of illiteracy...etc.

No -- the statements that the Filipinos became *more enlightened, more sports-minded, and more democratic* are not supported by any facts.

e been *overlooked* by the author because such facts

Evaluation

Determine if the student can:

- Identify descriptive terms which should be critically assessed
- Discriminate between verifiable statements (facts) and those which are not verifiable

INTERPRETING READING MATERIAL IN SOCIAL STUDIES

Instructional Rationale

Inferring the author's attitude toward his topic will enable the reader to make a more accurate and critical assessment of the text. Often, as in editorials, the author is quite frank in stating how he feels about his topic; in other types of social studies materials the writer's attitudes are conveyed in a more subtle manner. This latter approach challenges the reader to make inferences based on innuendoes and the author's use of favorable or unfavorable descriptions.

Instructional Objective

Given a reading exercise in social s
toward his topic, the student will m
author's attitude and be able to sup
him to make his inference.

Instructor's note of materials to supplement the development of the skill of ____________

For pretesting

For students with marginal reading a

For reinforcing instruction

For students who are advanced reader

AL STUDIES

Instructional Objective

Given a reading exercise in social studies in which the author reveals his attitude toward his topic, the student will make a reasonably accurate estimate of the author's attitude and be able to support his answer by citing the clues which led him to make his inference.

ng

upplement the development of the skill of ______________________________

For students with marginal reading ability

For students who are advanced readers

Instructional Model

Ask the students to read Exercise SS12 carefully for the purpose of detecting:

1. What the topic is	Reasons why people immigrate to the United States
2. How the author feels about the topic	Most immigrants have good reasons for coming to the United States

Ask the students to list the clues they used in reaching their conclusions.

By the use of such phrases as *America... a refuge from tyranny* and *...seeking sanctuary in the United States* coupled with a description of the *religious persecution, political oppression* and *economic hardship* that the immigrants were fleeing, the author conveys his feelings of being in sympathy with these people.

In addition, by ascribing to the immigrant such all-American attributes as *love of freedom,* the author is indirectly showing that he approves of their motives.

For students who speak English as a second language

For students who are members of a specific minority group

INFERRING AUTHOR'S ATTITUDE TOWARD TOPIC

S12 carefully for the purpose of detecting:

Reasons why people immigrate to the United States

Most immigrants have good reasons for coming to the United States

they used in reaching their conclusions.

ca... a refuge from tyranny and *...seeking sanctuary in* scription of the *religious persecution, political* at the immigrants were fleeing, the author conveys his these people.

migrant such all-American attributes as *love of* howing that he approves of their motives.

second language

pecific minority group

Evaluation

Determine if the student can:

- Infer the attitude conveyed by an author toward his topic
- Cite the clues he used in making his inference

For individualizing instruction and/or for home study

For posttesting

INTERPRETING READING MATERIAL IN SOCIAL STUDIES

Instructional Rationale

Historical events, as well as current affairs, can be described from various perspectives. Often a writer's nationality, ethnic origin, or political or religious persuasion will determine the facts he chooses to present as well as the terms in which he couches these facts.

After mastering the ability to discriminate facts from opinions and to infer the effects the author intends to achieve, the reader is then ready to make a comparison of texts that present divergent views about a common subject.

Being able to make these comparisons will enable the reader to be able to establish a broader base of information from which he will be able to form more critical judgments of his own regarding the subject.

Instructional Objective

Given several reading exerci
common subject, the student
of the authors and to expres
he will be able to substanti
emotional pleas, and/or incor

Instructor's note of materials to supplement the development of the skill of ______

For pretesting

For students with marginal rea

For reinforcing instruction

For students who are advanced

CIAL STUDIES

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Instructional Objective

Given several reading exercises that present various facts and viewpoints on a common subject, the student will be able to detect the agreements and disagreements of the authors and to express his own critical opinion of the subject. In addition, he will be able to substantiate his opinion by citing strengths, weaknesses, emotional pleas, and/or inconsistencies found in each author's text.

supplement the development of the skill of ______________________________

For students with marginal reading ability

For students who are advanced readers

Instructional Model

Begin with a brief survey of what the students already know regarding the controversies over women's rights, abortion, the war in Southeast Asia, or capital punishment. Undoubtedly, those who volunteer information will also interject their feelings about the subject.

Capitalize on this to show that social issues which concern us directly are prone to evoke an emotional response.

Point out that these responses often find their way into print through editorials, pamphlets, and magazine articles. In such cases the authors are obviously attempting to win adherents to their points of view. The critical reader needs to be aware of this.

Have the students read Rachel Carson's article in Exercise SS13.

Ask the students to:

Determine Carson's attitude toward the use of insecticides and to substantiate their answers by quoting from the text.	Carson has taken the position that insecticides are extremely hazardous to humans and that their dangers have not been given due recognition. (Any of the examples of tragedies, which could have been prevented had the hazards been known, could be cited.)
Identify those statements of Carson's which they consider to be facts and those which they consider to be opinions.	Facts: Most of article Opinions: Limited to: *DDT...is considered the least toxic of these chemicals and many people assume they may use it freely and without fear of harm. Commercial advertising encourages this comfortable attitude. The alleged* "safety" *of malathion...*
Identify and discuss terms which they consider Carson chose to impart an emotional tone to her article.	The use of emotional words is strikingly absent from Carson's writing. The serious and scientific tone of this article is created by her adhering for the most part to the historical or technical facts which she presents without exaggeration.

Repeat this procedure with the remaining three articles of this Exercise.

Ask the students to:

Cite ways in which the authors of these four articles agree and/or disagree.	Agree: Carson says that DDT has dangerous residual effects. Parathion is initially more hazardous but decomposes in a relatively short time. The New York Times editorial of August 23d emphatically states that DDT should be banned altogether.

t the students already know regarding the controversies over r in Southeast Asia, or capital punishment. Undoubtedly, will also interject their feelings about the subject.

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rson's article in Exercise SS13.

ward quoting	Carson has taken the position that insecticides are extremely hazardous to humans and that their dangers have not been given due recognition. (Any of the examples of tragedies, which could have been prevented had the hazards been known, could be cited.)
arson's s and e	Facts: Most of article Opinions: Limited to: *DDT...is considered the least toxic of these chemicals and many people assume they may use it freely and without fear of harm. Commercial advertising encourages this comfortable attitude. The alleged* "safety" *of malathion...*
ch they t an	The use of emotional words is strikingly absent from Carson's writing. The serious and scientific tone of this article is created by her adhering for the most part to the historical or technical facts which she presents without exaggeration.

emaining three articles of this Exercise.

of or	Agree: Carson says that DDT has dangerous residual effects. Parathion is initially more hazardous but decomposes in a relatively short time. The New York Times editorial of August 23d emphatically states that DDT should be banned altogether.

Evaluation

Determine if the student can:

- Detect agreements and disagreements among authors writing on a common subject
- Judge the degree of objectivity and subjectivity of the authors
- Based on their readings, form, express, and defend an opinion on a controversial social issue

For individualizing instruction and/or for home study

For students who speak English a

For posttesting

For students who are members of

INTERPRETING READING MATERIAL IN SOCIAL STUDIES

Instructional Rationale

Charts, bar graphs, line graphs, and pie graphs are often interspersed in reading material in social studies to clarify or to explain in greater detail concepts such as variances of amounts overtime, distribution of a quantity, or interrelationships.

Instructional Objective

Given a reading Exercise in soci the student will be able to gath be able to derive generalization tration.

Instructor's note of materials to supplement the development of the skill of ___________

For pretesting

For students with marginal read

For reinforcing instruction

For students who are advanced r

uction

For students who speak English as a second language

For students who are members of a specific minority group

L IN SOCIAL STUDIES

Instructional Objective

graphs, and pie
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s to clarify or
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interrelationships.

Given a reading Exercise in social studies that contains graphic illustrations, the student will be able to gather from the illustration specific facts and will be able to derive generalizations or trends intended to be conveyed by the illustration.

ls to supplement the development of the skill of ______________________________

For students with marginal reading ability

on

For students who are advanced readers

Instructional Model

	Disagree: Though emphasizing the cautions that should be observed in using insecticides, the editorial staff of Vegetable Gardening seem to be endorsing their use.
Determine which author stated his viewpoint most factually and which stated his viewpoint most emotionally.	Most factual: Carson Most emotional: The New York Times editorial of August is obviously seeking to make an appeal powerful enough to effect a change.

Encourage the students to form, express, and defend an opinion on the use of insecticides.

Instructional Model

Distribute Exercise SS14.

Ask:

Does the title of this chart indicate a trend?	Yes. Increasing number of homes owned.
Are there any qualifications placed on the type of homes owned?	Yes. Nonfarm
What is the major division of this chart?	Left side: homes owned Right side: homes rented
What time interval separates the horizontal bars?	10 years
What does the length of a bar indicate?	Compared with the scale at the bottom of the chart, it would indicate quantity. (Note that the numbers on the scale indicate *millions*.)

Evaluation

Disagree: Though emphasizing the cautions that should be observed in using insecticides, the editorial staff of Vegetable Gardening seem to be endorsing their use.

Most factual: Carson
Most emotional: The New York Times editorial of August 23d is obviously seeking to make an appeal powerful enough to effect a change.

, and defend an opinion on the use of insecticides.

COMPREHENDING CHARTS AND GRAPHS

Evaluation

Determine if the student can:

- Extract essential facts from bar graphs, line graphs, pie graphs, and charts
- Derive from graphic illustrations generalizations regarding trends and relationships

Yes. Increasing number of homes owned.

Yes. Nonfarm

Left side: homes owned
Right side: homes rented

10 years

Compared with the scale at the bottom of the chart, it would indicate quantity. (Note that the numbers on the scale indicate *millions*.)

INTERPRETING READING MATERIAL IN SOCIAL STUDIES

For individualizing instruction and/or for home study

For posttesting

For students who speak English as a second

For students who are members of a specific

Instructor's note of materials to supplement the development of the skill of ______________________

For pretesting

For reinforcing instruction

For individualizing instruction and/or for home study

For posttesting

For students with marginal reading ability

For students who are advanced readers

For students who speak English as a second

For students who are members of a specific

OCIAL STUDIES

For students who speak English as a second language

For students who are members of a specific minority group

supplement the development of the skill of ______________________________

For students with marginal reading ability

For students who are advanced readers

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For students who speak English as a second language

For students who are members of a specific minority group

Instructional Model

Explain how, with a perpendicular straight edge, a reasonably accurate estimate of quantities may be obtained even when the bar does not measure the exact points on the scale. For example, the bar representing the number of homes owned in 1920 extends only about three-fourths of the way to the point on the scale marked 10. Therefore, the student must figure three-fourth of 10 million or approximately 7 1/2 million.

Distribute Exercise SS15.

Explain that this is essentially a vertical bar graph with the centers of the top of the columns connected with a continuous line.

Explain further that there are actually two sets of vertical bars on this graph; one representin unit labor costs (solid) and the other prices (line of dots).

Distribute Exercise SS16.

Ask:

What is the major division of this graphic?	Where the budget dollar of the Federal Government comes from and where it goes.

Explain that these are commonly referred to as pie charts and that one "pie" represents one complete unit or 100 percent (in this case one dollar), and that "slices" of the pie are proportionate in size to the quantity they represent. This quantity is usually so labeled.

Distribute Exercise SS17.

Explain that this chart is intended to depict the autonomous, subordinate, and superior relationships of a large corporation. Explain further that the heavy lines connecting the boxes represent relationships and that the line of descending superiority is usually ordered from the top of the chart to the bottom. Boxes located on the same horizontal plane represent positions of equal status.

Evaluation

straight edge, a reasonably accurate estimate of quantities
does not measure the exact points on the scale. For
number of homes owned in 1920 extends only about three-fourths
le marked 10. Therefore, the student must figure three-fourths
/2 million.

vertical bar graph with the centers of the top of the columns

ually two sets of vertical bars on this graph; one representing
ther prices (line of dots).

is Where the budget dollar of the Federal Government comes
from and where it goes.

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plain further that the heavy lines connecting the boxes
he line of descending superiority is usually ordered from the
oxes located on the same horizontal plane represent positions

INTERPRETING READING MATERIAL IN SOCIAL STUDIES

Instructional Rationale

Political cartoons are intended to communicate, by the use of a "compressed" illustration, a particular viewpoint toward a contemporary social figure and/or issue. The viewpoint expressed is usually critical.

Compression of idea is achieved by the use of symbols, stereotypes, representative objects, exaggerations, generalities, and characterizations.

Instructional Objective

Given a political cartoon which relates to the
will be able to explain the issue involved and
artist.

Instructor's note of materials to supplement the development of the skill of ____________________

For pretesting

For students with marginal reading ability

For reinforcing instruction

For students who are advanced readers

CIAL STUDIES

Instructional Objective

Given a political cartoon which relates to the current social scene, the student will be able to explain the issue involved and the viewpoint expressed by the artist.

r

upplement the development of the skill of ______________________________

For students with marginal reading ability

For students who are advanced readers

Instructional Model

Distribute Exercise SS19.

Ask the students to list the features of this cartoon which they feel have been included by the artist for a specific purpose.	Large complex computer Worried expressions Headline on newspaper Caption

Ask the students to use these clues as a means of determining the concern that the artist is attempting to illustrate.

Analyse Exercises SS18 and SS20 in similiar manner.

For students who speak English as a second language

For students who are members of a specific minority group

rge complex computer
rried expressions
adline on newspaper
ption

a means of determining the concern that the artist

miliar manner.

econd language

cific minority group

Evaluation

Determine if the student can:

- Identify significant clues provided by artists of political cartoons
- Use these artist's clues to determine the social issue which he intends to highlight
- Explain the viewpoint expressed by the artist

For individualizing instruction and/or for home study

For posttesting

INTERPRETING READING MATERIAL IN SCIENCE

The lesson entitled....	*begins on page....*
Using characteristic roots and affixes and structural similarities found in technical terms	54
Using context clues	56
General vocabulary used in a special sense	60
Specialized vocabulary	62
Identifying the main idea by direct statement	64
Inferring the main idea	66
Relating details to main idea	68
Relating details to details	70
Identifying emphases and relating illustrations to the text	70
Identifying basis for organization	74
Inferring scientific generalizations	76
Relating maps and diagrams to the text	78
Relating graphs to the text	80
Relating tables to the text	82
Relating chemical formulas to the text	84

CORRECT

S4	S5	S6	S7	S8	S9	S10	S11
1. (2)	1. (2)	1. (2)	1. (2)	1. (1)	1. (2)	1. (3)	1. (2)
2. (3)	2. (3)	2. (4)	2. (4)	2. (1)	2. (4)	2. (1)	2. (1)
3. (1)	3. (2)	3. (2)	3. (1)	3. (2)	3. (3)	3. (2)	3. (4)
4. (3)	4. (1)	4. (1)	4. (2)	4. (4)	4. (1)	4. (4)	4. (3)
5. (3)	5. (4)	5. (4)	5. (4)	5. (3)	5. (4)	5. (4)	5. (2)
6. (4)	6. (2)	6. (3)	6. (1)	6. (1)	6. (3)	6. (2)	6. (1)
7. (3)	7. (3)	7. (1)	7. (4)	7. (3)	7. (1)	7. (3)	7. (1)
8. (1)	8. (2)	8. (1)		8. (2)	8. (2)	8. (4)	8. (3)
9. (4)					9. (4)	9. (4)	9. (4)
10. (3)					10. (3)	10. (1)	10. (3)
11. (4)					11. (2)		11. (4)
					12. (3)		

L IN SCIENCE

	begins on page....	*and is based upon reading exercise....*	*beginning on page....*
nd affixes and structural similarities found in technical	54	S1, S2	210
	56	S3	210
special sense.	60	S4	211
	62		
direct statement	64	S5	214
	66	S6	215
ea	68	S7	217
	70	S7	217
lating illustrations to the text	70	S8	219
ization.	74	S9	221
lizations.	76	S10.	223
o the text.	78	S11.	225
	80	S12.	228
	82	S13.	230
o the text.	84	S14.	232

CORRECT RESPONSES TO ASSESSMENT OF COMPREHENSION

6	S7	S8	S9	S10	S11	S12	S13	S14
(2)	1. (2)	1. (1)	1. (2)	1. (3)	1. (2)	1. (2)	1. (4)	1. (3)
(4)	2. (4)	2. (1)	2. (4)	2. (1)	2. (1)	2. (1)	2. (3)	2. (2)
(2)	3. (1)	3. (2)	3. (3)	3. (2)	3. (4)	3. (3)	3. (1)	3. (1)
(1)	4. (2)	4. (4)	4. (1)	4. (4)	4. (3)	4. (1)	4. (1)	4. (3)
(4)	5. (4)	5. (3)	5. (4)	5. (4)	5. (2)	5. (3)	5. (4)	5. (3)
(3)	6. (1)	6. (1)	6. (3)	6. (2)	6. (1)	6. (4)	6. (2)	6. (4)
(1)	7. (4)	7. (3)	7. (1)	7. (3)	7. (1)	7. (2)	7. (2)	7. (1)
(1)		8. (2)	8. (2)	8. (4)	8. (3)	8. (4)	8. (2)	8. (2)
			9. (4)	9. (4)	9. (4)	9. (1)	9. (1)	9. (1)
			10. (3)	10. (1)	10. (3)		10. (2)	10. (3)
			11. (2)		11. (4)		11. (1)	11. (4)
			12. (3)				12. (2)	

INTERPRETING READING MATERIAL IN SCIENCE

Reading material in science will confront the student in a High School Equivalency program with a variety of unique problems. The students may have some of the concepts needed for comprehension of the text; they may lack other important concepts; or the concepts they have may be erroneous. Therefore, it will be necessary for the instructor to make a distinction between those students who are unable to comprehend reading materials in science because of their lack of background in this area and those students who are unable to interpret reading material in science and to make associations within the text.

Knowledge of technical jargon and general vocabulary used in a special scientific sense is essential to adequately comprehend reading material in science. These terms which are not a part of the speaking or listening vocabulary of the student will seriously impede his comprehension. In stopping to use extensive word analysis skills, context clues, the glossary, or the dictionary, the reader may lose the author's train of thought.

Flexibility of rate is important in science. The student will often find it advantageous to skim the passage very quickly to get some idea of the main concern of the passage. He will then often find it necessary to read slowly for the varying comprehension tasks.

Comprehension of the reading materials in science will probably not call on the complete inventory of reading skills that has been given in the general chapter on reading. It will usually not be necessary to identify the perceived reader of the passage; the usual effect of the passage in science is to inform the reader. It is in the grey area, when science becomes a means of persuading a particular audience to have some point of view (as in much of the contemporary writing on ecology), that students need to be concerned with audience and effect. High school equivalency students probably will not need to use these skills in their interpretation of reading material in science.

Other tasks of comprehension may, however, be very important. The student must always be able to identify the main ideas or main statement of the passage. He must always be able to identify the manner or means which develop the main ideas. The sample passages that follow illustrate the development of just one or two learning objectives. However, the student will never have just the one or two objectives, since the student will always have to be sure of relating the

main statement to details,
basis for the sequencing c
comprehension skills may c
tation of science material

In addition, students shou
to format common to scient
diagrams, formulas, and ec
in using their comprehensi
generalizations underlying
generalizations to other s
the purpose of identifying
in facts.

The SQ3R (Survey, Question
is a high level study skil
comprehension and in devel
taking and outlining. It
text-type reading assignme
that the instructor review

1. Survey: Survey the assi
   content and main points
   A. title
   B. introductory paragra
   C. last paragraph or su
   D. headings and subhead
   E. pictures, graphs, ch
   F. any questions at the
2. Question: Turn the firs
   curiosity and set the p
   will aid in comprehensi
   out while the explanato
3. Read: Read to answer th
   the first headed sectic
   the difficulty of the m
   reading, make use of cu
   signal words ("first,"
   printing and content ai
4. Recite: After reading t
   immediately. Look away
   answer to the question
   (parroting the author c
   example if possible. J
   for the heading. Make
   outline form. (Continu

ront the student in a High
ety of unique problems.
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er important concepts;
eous. Therefore, it will
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ehend reading materials
ckground in this area
nterpret reading material
hin the text.

al vocabulary used in a
o adequately comprehend
ms which are not a part
of the student will
stopping to use
clues, the glossary,
the author's train

ence. The student will
passage very quickly to
e passage. He will then
for the varying

in science will
tory of reading
al chapter on reading.
ntify the perceived
of the passage in
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particular audience to
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However, the
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main statement to details, of the sequencing of details, and of the basis for the sequencing of details in each passage. The other comprehension skills may or may not be called upon in the interpretation of science materials.

In addition, students should have practice in applying their skills to format common to scientific writing: graphs, maps, charts, diagrams, formulas, and equations. Students may also need practice in using their comprehension skills to infer scientific generalizations underlying main ideas and details, to apply generalizations to other situations, or to compare two passages for the purpose of identifying differences of emphasis and variances in facts.

The SQ3R (Survey, Question, Read, Recite, Review) method of reading is a high level study skill which aids in increasing concentration and comprehension and in developing the organizational skills of note-taking and outlining. It is a useful technique for studying any text-type reading assignment in any subject area. It is suggested that the instructor review the following steps with the students.

1. Survey: Survey the assignment to get a general overview of the content and main points. Glance rapidly over
   A. title
   B. introductory paragraph
   C. last paragraph or summary of the selection
   D. headings and subheadings
   E. pictures, graphs, charts, and their captions
   F. any questions at the beginning or end of the chapter
2. Question: Turn the first heading into a question. This will arouse curiosity and set the purpose for reading. The question formulated will aid in comprehension in that the important points will stand out while the explanatory detail is recognized as such.
3. Read: Read to answer that question. That is, read to the end of the first headed section. Rate of reading will depend upon purposes, the difficulty of the material, and familiarity with it. While reading, make use of cues: italics, boldface type, illustrations, signal words ("first," "further," etc.), enumerations, and other printing and content aids.
4. Recite: After reading the first section, test memory and understanding immediately. Look away from the book and try to recite briefly the answer to the question or questions posed. Use original wording (parroting the author does not show understanding), and give an example if possible. Jot notes on the answer to the question set for the heading. Make them brief -- preferably cue phrases in outline form. (Continued on page 55.)

VOCABULARY DEVELOPMENT IN SCIENCE

Instructional Rationale

Knowledge of the meanings of roots and affixes commonly used in science reading material will increase the efficiency with which the reader will be able to interpret the material.

Roots and affixes are important clues to the meanings of scientific terms. A particular affix is often used in the various branches of science with the same meaning.

Example:

*mono*cotyledon	(biology)
*mono*mer	(chemistry)
*mono*chromatic	(physics)

Words of scientific classification often contain structural elements that are similar.

Example:

In classifying epochs, geologists use terms that have the common element *cene*.

Mio*cene*
Eo*cene*
Plio*cene*
Paleo*cene*

Instructional Objectives

Given a root or affix commonly used in
with the knowledge of the meanings of
meaning of several words containing th

Example:

Given that *chron* means time and *meter*
to determine the literal meaning of *ch*

Given that *hydro* means water, the stud
of *hydro*meter.

Given a passage containing words with
the student will be able to determine
knowledge of the root and/or affix and

Given several words containing structu
will be able to:

Identify them as terms of scientifi

Determine or approximate the meanin

An example of a structural similarity
(ptera) meaning winged.

ENCE

of roots
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reader will
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ience with

fication
lements

logists use
element *cene.*

Instructional Objectives

Given a root or affix commonly used in science reading material, the student will, with the knowledge of the meanings of the roots or affixes, give the literal meaning of several words containing the same root or affix.

Example:

Given that *chron* means time and *meter* means measure, the student should be able to determine the literal meaning of *chronometer*.

Given that *hydro* means water, the student should be able to determine the meaning of *hydro*meter.

Given a passage containing words with roots and affixes commonly found in science, the student will be able to determine the meaning of these words through the knowledge of the root and/or affix and by use of the context.

Given several words containing structural elements that are similar, the student will be able to:

Identify them as terms of scientific classification

Determine or approximate the meaning of the terms

An example of a structural similarity of words used in classification is *pteron (ptera)* meaning winged.

Instructional Model

Have the students skim Exercises S1 and S2 for the purpose of finding common roots or affixes. Lists of words such as the following could be placed on the chalkboard and the students asked to identify the common element and supply the meanings of the words.

Example: *chrono* meaning time

*chrono*logy - the science that treats of measuring time
*chron*ic - marked by long duration or frequent recurrence
*chrono*geneous - appearing at a given chronological age
*chrono*genesis - the history of the development of a group of organisms

Example: *hydro* meaning water

*hydro*gen - a colorless, odorless, highly flammable gas that combines with oxygen to form water
*hydro*chory - dissemination of seeds or plants by water
*hydro*phobia - a morbid dread of water
*hydro*electric - the production of electricity by water power

Example: *ptera* meaning winged

lepido*ptera* - order of insects whose wings are made of scales
hymeno*ptera* - order of insects whose wings are membranous
ortho*ptera* - order of insects whose wings are straight and narrow

---

Now repeat steps II, III, and IV with each succeeding headed section. That is, turn the next heading into a question, read to answer it, recite the answer, jotting down cue phrases in your outline. Read in this way until the entire assignment is completed.

5. Review: Review notes at the completion of the study period. Try to see the relationships between the various ideas. Try to recall the material without using notes or referring to the book. First try to recall the main points, then move on to the subpoints or details.

NG CHARACTERISTIC ROOTS AND AFFIXES AND STRUCTURAL SIMILARITIES FOUND IN TECHNICAL TERMS

he purpose of finding common roots or affixes.
aced on the chalkboard and the students
the meanings of the words.

ring time
ent recurrence
al age
f a group of organisms

ammable gas that combines with oxygen to

by water

water power

ade of scales
embranous
traight and narrow

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Evaluation

Determine if the student uses knowledge of basic roots and affixes and context in determining the meanings of unfamiliar words in science reading matter

VOCABULARY DEVELOPMENT IN SCIENCE

Instructional Rationale

Understanding that meanings of both familiar and unfamiliar words can be revealed by either directly stated or implied contextual clues can aid the reader in interpreting reading material in science.

See the section on General Vocabulary Development for lessons on each of the various types of context clues.

Instructional Objective

Given several reading passages in scienc
will be able to state the technical mean
identifying and using either directly st

The Greeks found that if a piece of *a*
resin, was rubbed with animal fur, it
weight particles of matter. The effe
the Greek word for amber is "elecktro

Benjamin Franklin's famous kite exper
In 1796, Volta produced electricity *c*
of wet paper between two different pi

Geissler, about the middle of the 19t
flow through space. He sealed a wire
exhausted the air from the tube. Whe
electrical source, there was a discha
was found that rays of some kind came
were first called *cathode* rays, from
negative.

In 1895 Roentgen showed that these X-
certain chemicals to become *flouresce*
substances which remained *impregnable*

Instructor's note of materials to supplement the development of the skill of ____________________

For pretesting

For students with marginal reading abili

For reinforcing instruction

For students who are advanced readers

For individualizing instruction and/or for home study

For students who speak English as a seco

For posttesting

For students who are members of a speci

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abulary
of
ues.

Instructional Objective

Given several reading passages in science material, as sampled below, the student will be able to state the technical meanings of familiar and unfamiliar words by identifying and using either directly stated or implied context clues.

> The Greeks found that if a piece of *amber*, a yellowish, translucent fossil resin, was rubbed with animal fur, it acquired the ability to attract lightweight particles of matter. The effects came to be called electricity because the Greek word for amber is "elecktron."
>
> Benjamin Franklin's famous kite experiments with electricity are well known. In 1796, Volta produced electricity *chemically;* that is by placing a piece of wet paper between two different pieces of metal.
>
> Geissler, about the middle of the 19th century, showed that electricity could flow through space. He sealed a wire in each end of a glass tube and exhausted the air from the tube. When the wires were connected to an electrical source, there was a discharge through the *vacuum* in the tube. It was found that rays of some kind came from the negative wire in the tube. They were first called *cathode* rays, from the Greek word "kathodos" which means negative.
>
> In 1895 Roentgen showed that these X-rays, unknown to him at that time, caused certain chemicals to become *flourescent,* and that they could penetrate solid substances which remained *impregnable* to other rays.

supplement the development of the skill of ______________________________

For students with marginal reading ability

For students who are advanced readers

For students who speak English as a second language

For students who are members of a specific minority group

Instructional Model

Have the students skim Exercise S3 and note those words with which they are not familiar. Place these unfamiliar words on the board. It is very likely that some of the following will be among those chosen.

- *amber*

  Ask:

Is there a context clue for this word?	Yes
Is it directly stated or implied?	Directly stated
How is it directly stated?	By a modifier in apposition
What does *amber* mean?	*A yellowish, translucent fossil resin*

- *chemically*

  Ask:

Is the meaning of this word revealed in the passage?	Yes
By what?	A directly stated clue that is a restatement
What is a clue to the restatement?	The words *that is*
What does *chemically* mean in this sentence?	The result of placing a piece of wet paper between two different pieces of metal

- *vacuum*

  Ask:

Is the meaning of this word revealed in the passage?	Yes
Is it directly stated?	No, it is revealed by implication
What is a clue to its meaning?	The meaning of the word is given in the sentence preceding the one containing the word. The key word *tube* is mentioned in the sentence and repeated in the next as a clue that the same thing is being discussed.

note those words with which they are not familiar.
rd. It is very likely that some of the following

rd? Yes

Directly stated

By a modifier in apposition

A yellowish, translucent fossil resin

d Yes

A directly stated clue that is a restatement

The words *that is*

The result of placing a piece of wet paper between two different pieces of metal

d Yes

No, it is revealed by implication

The meaning of the word is given in the sentence preceding the one containing the word. The key word *tube* is mentioned in the sentence and repeated in the next as a clue that the same thing is being discussed.

Evaluation

Determine if the student can:

- Identify the clues that reveal meaning
- Give the special meanings for unfamiliar words through the use of directly stated clues.
- Give the special meanings for familiar and unfamiliar words through the use of clues that imply meaning

VOCABULARY DEVELOPMENT IN SCIENCE

Instructor's note of materials to supplement the development of the skill of ______________

For pretesting	*For students with marginal reading ab*
For reinforcing instruction	*For students who are advanced readers*
For individualizing instruction and/or for home study	*For students who speak English as a s*
For posttesting	*For students who are members of a spe*

Instructor's note of materials to supplement the development of the skill of ______________

For pretesting	*For students with marginal reading ab*
For reinforcing instruction	*For students who are advanced readers,*
For individualizing instruction and/or for home study	*For students who speak English as a s*
For posttesting	*For students who are members of a spe*

NCE

to supplement the development of the skill of ______________________________

For students with marginal reading ability

For students who are advanced readers

tion For students who speak English as a second language

For students who are members of a specific minority group

to supplement the development of the skill of ______________________________

For students with marginal reading ability

For students who are advanced readers

tion For students who speak English as a second language

For students who are members of a specific minority group

Instructional Model

- *cathode*

Ask:

Is the meaning of this word directly stated or implied?	Directly stated
How?	By definition - the clue is the word *called*.
What does *cathode* mean in this context?	Negative rays

- *flourescent*

Ask:

Is the meaning of this word revealed in the context?	No
Occasionally the meanings of technical terms are not given in the passage. These can be obtained by consulting a dictionary.	

- *impregnable*

Ask:

Is the meaning of this word directly stated in this context?	No, but it is implied by way of contrast.
What is the meaning of *impregnable* in this sentence?	Not able to be penetrated
What is the clue that implied contrast?	The word *other* implies that there are some rays that do the opposite of the rays being discussed, i.e., do not penetrate.

Evaluation

y	Directly stated
	By definition - the clue is the word *called*.
ext?	Negative rays
d	No
cal	
a	
y	No, but it is implied by way of contrast.
	Not able to be penetrated
ast?	The word *other* implies that there are some rays that do the opposite of the rays being discussed, i.e., do not penetrate.

VOCABULARY DEVELOPMENT IN SCIENCE

Instructional Rationale

Many common or familiar words when used in a science context have special meanings. Knowledge of these special meanings is essential to the correct interpretation of reading material in science.

Example:

As commonly used, *integrity* refers to a quality of character.
The president felt that he should appoint cabinet members of high *integrity*.

In a scientific context, *integrity* could refer to a state or function.
Although the space capsule came down in heavy seas it maintained its watertight *integrity*.

Instructional Objectives

Given a list of common words, the student wil
in addition to common meanings for each word.

Examples:

function
cell
solution

craft
set
advantage

Given a passage similar to the one below, the
those words which have special scientific mear
common meanings.

> Baffling *deposits*, which geologists named *dr*
> and North America. If your home is in New
> live on or near deposits of this sort. May
> thickness of *drift;* perhaps 200 feet or mor
>
> Drift is not sorted as to size of rock frag
> and boulders are mixed together. Drift car
> because rivers sort their burdens and so do

Instructional Objectives

Given a list of common words, the student will be able to give scientific meanings in addition to common meanings for each word.

Examples:

function
cell
solution

craft
set
advantage

Given a passage similar to the one below, the student will be able to identify those words which have special scientific meanings in addition to their more common meanings.

> Baffling *deposits*, which geologists named *drift*, cover much of northern Europe and North America. If your home is in New England or the Midwest, you undoubtedly live on or near deposits of this sort. Maybe your house is built on a ten-foot thickness of *drift;* perhaps 200 feet or more of it lie between you and bedrock.
>
> Drift is not sorted as to size of rock fragments. Clay, silt, sand, pebbles and boulders are mixed together. Drift cannot be a deposit by rivers or seas, because rivers sort their burdens and so do waves.

Instructional Model

Evaluati

List such words as the following on the board. Have the students supply the common meaning and the scientific meanings.

	Common Usage	Special Use in Science
function	A purpose, a ceremony, an official position	Any quality, trait, or fact so related to another that it is dependent upon and varies with it. In chemistry, it is the characteristic behavior of a compound due to the presence of a particular atom.
cell	A dwelling of one room occupied by a solitary person	The smallest aggregate of living matter capable of functioning as an independent unit
solution	An action or process of solving a problem	The condition of being dissolved or the process by which a substance is homogeneously mixed with another--especially liquids

Deter

- Ide in fro ord the
- Inf fro cor

In Exercise S4 there are two familiar words which have a special scientific meaning.

Have the students read the exercise silently.

The students should locate the two words which appear to be familiar and yet do not have the same meaning as used in this passage.	*Deposit, drift*
Ask the students:	
Does the common meaning of *deposit* lend any clue to its use in this context?	Yes
Does *drift* in this passage refer to a line of thought or wind-driven snow on the ground surface?	No
Do these meanings lend any clue to its use in this exercise?	Yes
Does the context of the passage reveal the meaning of drift?	Yes -- a layer of mixed clay, silt, sand, pebbles and boulders....

Have the students supply the common meaning

Special Use in Science

Any quality, trait, or fact so related to another that it is dependent upon and varies with it. In chemistry, it is the characteristic behavior of a compound due to the presence of a particular atom.

The smallest aggregate of living matter capable of functioning as an independent unit

The condition of being dissolved or the process by which a substance is homogeneously mixed with another--especially liquids

n have a special scientific meaning.

ppear to be familiar this passage.	*Deposit, drift*
ue to its use in	Yes
thought or wind-	No
this exercise?	Yes
ning of drift?	Yes -- a layer of mixed clay, silt, sand, pebbles and boulders....

Evaluation

Determine if the student can:

- Identify words whose meanings in a science context differ from the meanings that are ordinarily associated with the word
- Infer a meaning for these words from available clues in the context

VOCABULARY DEVELOPMENT IN SCIENCE

Instructional Rationale

Increasing the student's technical or specialized science vocabulary that he recognizes on sight will lessen the time he must devote to using context clues, procedures of word analysis, or the dictionary for correctly interpreting reading material in science.

Specialized, technical vocabulary must be taught. Yet, it is not possible for an instructor to teach the meanings of all the scientific words a student will meet in this rapidly growing and ever-changing content area. Also, not every student will need to be taught every word. Words that are known to some students will be unknown to others.

For these reasons, techniques and activities should emphasize individual needs and self-instruction.

Instructional Objective

Given lists of scientific terms, students wil
related by listing them under topic headings.

Example:

electromagnetic spectrum

alternating currents
radio waves
television
radar
infra-red
ultra-violet
gamma rays
cosmic rays

Instructor's note of materials to supplement the development of the skill of ____________________

For pretesting

For reinforcing instruction

For individualizing instruction and/or for home study

For posttesting

For students with marginal reading ability

For students who are advanced readers

For students who speak English as a second la

For students who are members of a specific mi

Instructional Objective

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Given lists of scientific terms, students will be able to identify those that are related by listing them under topic headings.

Example:

electromagnetic spectrum	anatomy of the eye
alternating currents	cornea
radio waves	retina
television	photoreceptors
radar	optic nerve
infra-red	fovea
ultra-violet	vitreous humor
gamma rays	
cosmic rays	

ement the development of the skill of ____________________________________

For students with marginal reading ability

For students who are advanced readers

For students who speak English as a second language

For students who are members of a specific minority group

Instructional Model

- Students should be encouraged to attend lectures, films, and plays that have some aspect of science as a theme. Libraries, museums, and some civic organizations frequently show documentary films on such topics as space, wildlife, health and medicine, marine life, and plant life. Large companies, such as Bell Telephone, will supply many such films to instructors free of charge or for a minimal fee. Documentaries, news reports, and panel discussions on television are also good sources of the technical science vocabulary. Newspapers, scientific bulletins and pamphlets, and some of the popular magazines are examples of available reading material which will contain much of this specific vocabulary.

- Encourage students to note terms with which they are not familiar and check on their meanings by using a dictionary or glossary. In addition, they should feel free to ask to have specific terms explained in class.

- Assign a specific topic and ask students to find newspaper or magazine articles dealing with this topic. Anticipate and present many of the technical terms which are commonly used in reference to this topic. Discuss the articles making sure that the special terms are used in the discussion. Distinctions between terms having somewhat similar meanings should be clarified.

- Show a film pertaining to one of the sciences. Ask the students to note any terms that they do not understand and at the end of the film to hand in a list of these terms. Put these on an overhead projector. Have the class arrive at their meanings by discussion and the use of a dictionary.

- Place words denoting scientific categories across the top of the chalkboard. Using an overhead projector expose mixed lists of scientific words appropriate to the categories on the chalkboard. Ask the students to categorize the mixed lists.

tures, films, and plays that have some
iseums, and some civic organizations
opics as space, wildlife, health and
ge companies, such as Bell Telephone,
free of charge or for a minimal fee.
ssions on television are also good
. Newspapers, scientific bulletins
zines are examples of available
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they are not familiar and check on
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find newspaper or magazine articles
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s topic. Discuss the articles making
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d be clarified.

es. Ask the students to note any
e end of the film to hand in a list
rojector. Have the class arrive at
a dictionary.

across the top of the chalkboard.
sts of scientific words appropriate
ne students to categorize the mixed

Evaluation

The instructor should encourage self-evaluation.

Students should determine if they:

- Regularly participate in outside class activities which contribute to an increase in their technical vocabulary
- Note those words whose meanings are unfamiliar or obscure
- Attempt to clarify these meanings by using a dictionary or consulting the instructor

The instructor determines if the student:

- Uses technical terms correctly when discussing or reporting on a particular topic
- Uses context clues to determine meanings of unfamiliar words whenever it is possible
- Can identify related scientific terms

INTERPRETING READING MATERIAL IN SCIENCE

Instructional Rationale

Identifying the main idea when it is directly stated by the author will help the reader to establish a purpose for reading the selection, to frame questions he anticipates the selection will answer, and to retain the information conveyed.

Instructional Objective

Given a reading exercise in sc
it is contained in a direct st

Instructor's note of materials to supplement the development of the skill of ________

For pretesting

For students with marginal rea

For reinforcing instruction

For students who are advanced

E

Instructional Objective

Given a reading exercise in science the student will identify the main idea when it is contained in a direct statement.

ement the development of the skill of ______________________________

For students with marginal reading ability

For students who are advanced readers

Instructional Model

Have the students read Exercise S5 rapidly. Ask if there is any indication that the first statement is really true or false.

Ask the student to identify the details that relate to the main idea.

Point out that the next paragraph explains the scientific point of view about temperature loss.

Point out that paragraph 3 provides additional details and is also a transition to the opposing point of view that had been suggested in the opening sentence.

Point out that paragraph 4 gives concrete details to show the contradictory views and that paragraph 5 gives details concerning the truth of the old wives' tale that hot water freezes faster than cold water.

Ask the students to state the conclusion drawn in the last paragraph. (Here the main idea is directly stated, with the details of what scientific facts or old wives' tales are to be gathered in the reading of the entire passage.)

For students who speak English as a second language

For students who are members of a specific minority group

IDENTIFYING THE MAIN IDEA BY DIRECT STATEMENT

there is any indication that the first

to the main idea.

tific point of view about temperature

ls and is also a transition to the
e opening sentence.

show the contradictory views and that
e old wives' tale that hot water freezes

e last paragraph. (Here the main idea is
facts or old wives' tales are to be gathered

group

Evaluation

Determine if the student can recognize the main statement of another comparable passage and not confuse it with details

For individualizing instruction and/or for home study

For posttesting

INTERPRETING READING MATERIAL IN SCIENCE

Instructional Rationale

Being able to infer the main idea when it is not directly stated by the author will help the reader to establish a purpose for reading the selection, to frame questions he anticipates the selection will answer, and to retain the information conveyed.

Instructional Objective

Given a reading exercise in scienc
idea or main statement of a paragr

Instructor's note of materials to supplement the development of the skill of ______

For pretesting

For reinforcing instruction

For individualizing instruction and/or for home study

For posttesting

For students with marginal read

For students who are advanced r

For students who speak English

For students who are members o

AL IN SCIENCE

main idea when
d by the author
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selection, to
ipates the
nd to retain
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Instructional Objective

Given a reading exercise in science, the student will be able to identify the main idea or main statement of a paragraph when it is not directly stated.

als to supplement the development of the skill of ______________________

For students with marginal reading ability

ion

For students who are advanced readers

ruction

For students who speak English as a second language

For students who are members of a specific minority group

Have the students:

Read rapidly the first paragraph of Exercise S6.

Examine carefully the first sentence of the paragraph for clues to the main idea.

Examine the sentences following for their relationship to the first sentence.

Formulate one main statement that will unify the paragraph.

The clues to the main idea occur in the first sentence. *One of the most frequent causes of mutation....* Such a sentence usually sets up the idea that *causes of mutations* will be discussed. *One cause* is exposure to high-energy radiation. From the author's use of *one cause,* the reader can infer that there must be more than one cause since the words used for only one cause would be *the cause.*

Examination of the following sentences reveals the next sentence is about high-energy radiation. The sentence has two subjects, *cosmic rays from outer space* and *radiation from radioactive elements.* The verb is *may cause. Natural mutations* is the direct object of the verb.

The third sentence is not concerned with natural mutations. The sentence begins *They.* What is meant by *they*? Is it natural mutations? It cannot be *natural* but must mean *mutations* since the rest of the sentence says that mutations can be produced experimentally in a variety of ways. That there are two categories of mutations becomes apparent in the next sentence where the word *artificial* is introduced. Artificial mutations are said to have effects on both *number* and *rate* of mutations.

The close scrutiny of the text has therefore revealed that *one* cause of mutations is *high-energy radiation.* There are two kinds of high-energy radiation: natural and artificial.

The fifth sentence introduces a new idea. Temperature increase is said to be used to increase rate of mutations. Temperature increase is not the same as high-energy radiation, either natural or artificial. Yet, temperature increase is said to affect the *rate* of *mutations.*

There seems to be *another* cause of mutations. The last sentence in the paragraph begins, *Certain chemicals have been used to produce mutations....* Again, chemicals are not high-energy radiation. Thus, there must be another cause of mutations.

The structure of the paragraph is then: there are several causes of mutations; one cause of mutations is exposure to high-energy radiation; a second cause is temperature increase; and a third cause is the use of certain chemicals.

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Evaluation

Determine if the student can
recognize the main idea when
it is not directly stated

xercise S6.

of the paragraph for clues to the main idea.

heir relationship to the first sentence.

l unify the paragraph.

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sets up the idea that *causes of mutations* will be
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must be more than one cause since the words used

reveals the next sentence is about high-energy
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cause. *Natural mutations* is the direct object

h natural mutations. The sentence begins *They*. What
ons? It cannot be *natural* but must mean *mutations*
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tegories of mutations becomes apparent in the next
ntroduced. Artificial mutations are said to
mutations.

efore revealed that *one* cause of mutations is *high-*
of high-energy radiation: natural and artificial.

a. Temperature increase is said to be used to increase
e is not the same as high-energy radiation, either
e increase is said to affect the *rate* of *mutations*.

tions. The last sentence in the paragraph begins,
duce mutations.... Again, chemicals are not high-
another cause of mutations.

there are several causes of mutations; one cause
radiation; a second cause is temperature increase;
chemicals.

INTERPRETING READING MATERIAL IN SCIENCE

Instructional Rationale

One characteristic of reading material in science is that it is written very succinctly; details are included only as they are needed to elaborate on or clarify the main idea. It is, therefore, often essential for the reader to understand how the details relate to the main idea in order for the details to have any meaning.
In addition, the main idea is subject to distortion or misinterpretation when even one detail is overlooked.

Practice in relating to main ideas will help make the reader aware of the importance of this skill.

Instructional Objective

Given a reading exercise in science,
in a paragraph to the main idea or pu

Instructor's note of materials to supplement the development of the skill of ____________

For pretesting

For reinforcing instruction

For individualizing instruction and/or for home study

For posttesting

For students with marginal reading ab

For students who are advanced readers

For students who speak English as a s

For students who are members of a spe

SCIENCE

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Instructional Objective

Given a reading exercise in science, the student will be able to relate the details in a paragraph to the main idea or purpose in the paragraph.

supplement the development of the skill of ____

For students with marginal reading ability

For students who are advanced readers

n

For students who speak English as a second language

For students who are members of a specific minority group

Instructional Model

Have the students read rapidly the paragraph beginning, *These birds thrive in a region of diversified land use...* of Exercise S7.

Ask the students to have a temporary main idea in mind and then return for a slow reading to examine the details, their organization, and their relationship to the main idea.

The first rapid reading should have told the students that this paragraph is concerned with the relationship of farming to the population of quail.

With the second slow reading, the students should see that the first three sentences of the paragraph give details to support the idea that the quail population has increased rapidly under favorable farming conditions, i.e., when farms are diversified and the land supports different activities, such as growing corn, grain, grass used for pasture purposes, and native hardwood trees. Small fields that are close together and separated by fence rows made of shrubs or small trees are especially good for the bobwhite quail. The early settlers had such farms,and the quail then increased in numbers.

The details that tell what farm conditions are bad for the bobwhite quail are introduced in the sentence: *This favorable trend was reversed...*. The details to support this reversal are then cited. *Farms that had large areas in a single crop were made possible when plows were mechanized.*

Notice that the students must infer what the favorable conditions were when plows were not mechanized, or when farms were plowed in some other way. Those details are not given.

Other details concerning large areas devoted to a single crop are then given: *Timberland was cleared and fence rows were narrowed or removed.* The student should here note the contrast to the previous favorable details, that fence rows and trees were present, but now they have been cleared. Clean farming is added as another cause of the decline of quail population.

The paragraph concludes with another contrast in details, this time in geographical area. The bobwhite is not a major game bird in northern Illinois because of the harmful farming practices and severe winters. In southern Illinois, the land cannot so easily be cultivated in the same way as the northern area, and so southern Illinois has more bobwhite quail.

The details then add up to a main idea that certain kinds of farming conditions are good for bobwhite quail, and others are poor. Early diversified farming was good, present southern Illinois is rather good, but the large, clean farms of northern Illinois provide poor living conditions for the bobwhite quail.

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ercise S7.

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r organization, and their relationship to the main idea.

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of shrubs or small trees are especially good for the bob-
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Clean farming is added as another cause of the decline of

another contrast in details, this time in geographical area.
game bird in northern Illinois because of the harmful farming
. In southern Illinois, the land cannot so easily be
s the northern area, and so southern Illinois has more

main idea that certain kinds of farming conditions are good
rs are poor. Early diversified farming was good, present
good, but the large, clean farms of northern Illinois provide
he bobwhite quail.

Evaluation

Determine if the student can:

- Relate the details of one paragraph in a meaningful way to the main idea of another paragraph in the same text
- Use the details of the paragraph to form an accurate and comprehensive picture of the main idea of the exercise

INTERPRETING READING MATERIAL IN SCIENCE

Instructional Rationale

Relating the details of one paragraph to the details in another paragraph of the same reading passage is often essential for the reader to grasp both the main intent of the passage, the purpose of the author in including certain details, and even the meaning of the singular details.

Instructional Objective

Given a reading exercise in science, the stude
of details from one paragraph to another para

INTERPRETING READING MATERIAL IN SCIENCE

Instructional Rationale

Identifying the emphasis placed upon certain facts or concepts will aid the reader in determining those aspects of his subject that the author considers to be important and will contribute to the reader's awareness of the intended effect of the author.

Emphasis is achieved by space devoted to a particular aspect of a topic, by repetition of key words and phrases, by use of mechanical devices such as italics or underlining, and/or by the use of emphatic language such as *absolutely vital*, *strictly forbidden*, and *of great importance*.

Instructional Objective

Given a reading exercise in science, the stud
degree of stress that the author places upon

SCIENCE

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meaning

SCIENCE

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subject that
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bidden, and *of*

Instructional Objective

Given a reading exercise in science, the student will make important associations of details from one paragraph to another paragraph within the same exercise.

Instructional Objective

Given a reading exercise in science, the student will be able to approximate the degree of stress that the author places upon the details.

Instructional Model

Have the students read the last paragraph of Exercise S7.

Ask the students:

What is the main idea of this paragraph?	Ideal environmental conditions for bobwhite quail do not exist in Illinois.
What details are presented in this paragraph to support this idea?	Under ideal environmental conditions 1 acre will support one bobwhite quail; in Illinois it takes 5 acres to support one quail.

Have students now read the selection from beginning to end, relating the details of each paragraph to the main idea and details of the last paragraph. Students should paraphrase the idea as it is developed.

Instructional Model

The students should read the first paragraph of Exercise S8.

Ask:

Does this paragraph suggest an outline of the remainder of the exercise?	Yes 1. *electrical energy* 2. *chemical energy* 3. *mechanical energy* 4. *heat and light energy*

The students should read the second paragraph.

Ask:

Does this paragraph stress something other than forms of energy?	Yes - how *one form of energy may be changed into another.*

The students should read the third paragraph.

RELATING DETAILS TO DETAILS

Evaluation

xercise S7.

Determine if the student can make the intended relationships between the details of a paragraph

onmental conditions for bobwhite quail do n Illinois.

environmental conditions 1 acre will bobwhite quail; in Illinois it takes 5 pport one quail.

nning to end, relating the details of each para- paragraph. Students should paraphrase the idea

IDENTIFYING EMPHASES AND RELATING ILLUSTRATIONS TO THE TEXT

Evaluation

f Exercise S8.

Determine if the student can approximate the degree of stress that the author places on certain details

al energy
energy
al energy
light energy

ne form of energy may be changed into another.

INTERPRETING READING MATERIAL IN SCIENCE

Instructor's note of materials to supplement the development of the skill of ____________________

For pretesting	*For students with marginal reading ability*
For reinforcing instruction	*For students who are advanced readers*
For individualizing instruction and/or for home study	*For students who speak English as a second*
For posttesting	*For students who are members of a specific*

IN SCIENCE

to supplement the development of the skill of ______________________________

For students with marginal reading ability

For students who are advanced readers

tion

For students who speak English as a second language

For students who are members of a specific minority group

Instructional Model

Ask:

What aspect of the topic is stressed in this paragraph?	*Radiant energy*
Does this paragraph stress another aspect of the topic or does it extend the information of a previous paragraph?	It extends paragraph 3 by explaining the source of radiant energy.
What two subaspects of radiant energy are introduced in the fourth paragraph?	*Heat energy* *Light energy*

The students should read the remainder of the exercise.

Ask:

Which of the two subaspects is expanded upon in the fifth, sixth, and seventh paragraphs and in the accompanying illustration?	*Heat energy*
In terms of the amount of space, what subaspects seem to be emphasized?	*Heat energy*
What is the main idea of paragraph 7?	If a hot object is placed in contact with a cold object, heat will flow from the hot object to the cold one.
Is this idea repeated in the accompanying illustration?	Yes -- the caption repeats it.
Explain the sequence of events in the illustration. Note that the action moves from left to right -- the conventional direction for material printed in English.	1. Blocks apart and at different temperatures 2. Blocks together 3. Blocks the same temperature, showing heat transfer
What devices has the artist used to depict heat and temperature change?	Wavy lines Line in thermometer
Is this idea extended or clarified in the illustration?	Clarified

		Evaluation
essed in	*Radiant energy*	Determine if the student can explain the relationships depicted in an illustration and relate these to the text
ner aspect the infor-	It extends paragraph 3 by explaining the source of radiant energy.	
energy ragraph?	*Heat energy* *Light energy*	
inder of the exercise.		
expanded eventh ing	*Heat energy*	
, what d?	*Heat energy*	
raph 7?	If a hot object is placed in contact with a cold object, heat will flow from the hot object to the cold one.	
companying	Yes -- the caption repeats it.	
in the tion moves ntional in English.	1. Blocks apart and at different temperatures 2. Blocks together 3. Blocks the same temperature, showing heat transfer	
d to depict	Wavy lines Line in thermometer	
fied in the	Clarified	

INTERPRETING READING MATERIAL IN SCIENCE

Instructional Rationale

Identifying the basis that the author has used in organizing the details will help the reader to relate the details within the passage in a meaningful way and will enhance retention of main ideas.

In science, material is often organized by structural components, causes and effects, sequence of events, or comparisons and contrasts.

Instructional Objective

Given a reading exercise in sci
logical outline or progression

Instructor's note of materials to supplement the development of the skill of ____________

For pretesting

For students with marginal rea

For reinforcing instruction

For students who are advanced

TERIAL IN SCIENCE

s that the author has
he details will help
 the details within
aningful way and will
 main ideas.

 is often organized
ents, causes and effects,
or comparisons and contrasts.

Instructional Objective

Given a reading exercise in science, the student will be able to determine the logical outline or progression of thought followed by the author.

terials to supplement the development of the skill of ____________________

For students with marginal reading ability

uction

For students who are advanced readers

Instructional Model

Have the students note the title of Exercise S9.

Have the students survey the exercise.

Ask the students:

What organs of digestion are mentioned?	*mouth* *esophagus* *stomach* *small intestine* *pancreas* *liver*
Is there any basis to the order of the paragraphs?	Yes -- sequence of anatomy involved in digestion
Could information on each of the organs be subdivided?	Yes -- into structure and function
Are the details related to the three juices that act in the small intestine also ordered?	Yes -- the first being produced inside the intestine; the second and third outside

For students who speak English as a second language

For students who are members of a specific minority group

Evaluation

xercise S9.

e.

Determine if the student can identify various kinds of organizations used by authors of reading material in science

mouth	*small intestine*
esophagus	*pancreas*
stomach	*liver*

Yes -- sequence of anatomy involved in digestion

Yes -- into structure and function

Yes -- the first being produced inside the intestine; the second and third outside

econd language

For individualizing instruction and/or for home study

ecific minority group

For posttesting

INTERPRETING READING MATERIAL IN SCIENCE

Instructional Rationale

Comprehending reading material in science frequently requires that the reader be able to infer, from his background in science and from context clues, certain scientific generalizations.

Instructional Objective

Given a reading exercise in science concept, the reader will be able to implied.

Instructor's note of materials to supplement the development of the skill of ______________

For pretesting

For students with marginal reading

For reinforcing instruction

For students who are advanced read

IENCE

Instructional Objective

n

m

Given a reading exercise in science that assumes knowledge of a broad scientific concept, the reader will be able to infer the scientific generalization which is implied.

upplement the development of the skill of ______________________________

For students with marginal reading ability

For students who are advanced readers

Instructional Model

Have the students read the entire Exercise S10.

Ask the students:

What is the main purpose of this exercise?	To describe the circumstances surrounding man's first steps on the moon
What two aspects of the topic seem to be presented in some detail?	The moon's surface The weight of Armstrong's equipment
What statements deal with weight and gravitational effect?	*...communications system weighing 84 pounds on Earth, 14 on the Moon...*
	...the boot weighs 4 pounds, 9 ounces on Earth, but on the Moon, 12 ounces.
	...gravity environment one-sixth that of the Earth
From these facts, it might be inferred that weight is a measure of ________.	The force of gravity

For students who speak English as a second language

For students who are members of a specific minority group

Evaluation

Determine if the student can make valid generalizations based on his background in science plus his reading of the text

To describe the circumstances surrounding man's first steps on the moon

The moon's surface
The weight of Armstrong's equipment

...communications system weighing 84 pounds on Earth, 14 on the Moon...

...the boot weighs 4 pounds, 9 ounces on Earth, but on the Moon, 12 ounces.

...gravity environment one-sixth that of the Earth

The force of gravity

e

For individualizing instruction and/or for home study

ty group

For posttesting

INTERPRETING READING MATERIAL IN SCIENCE

Instructional Rationale

Correlating information contained in maps and diagrams with the text is essential to comprehending the type of reading material in science which intersperses these visuals in developing the topic.

Instructional Objective

Given a reading exercise in science t contribute to the sequential developm relate each visual to the information in such a manner as to make a coheren

Instructor's note of materials to supplement the development of the skill of ______________

For pretesting

For students with marginal reading a

For reinforcing instruction

For students who are advanced reader

RIAL IN SCIENCE

Instructional Objective

on contained in maps
text is essential
type of reading
hich intersperses
loping the topic.

Given a reading exercise in science that contains maps and/or diagrams that contribute to the sequential development of the topic, the student will be able to relate each visual to the information contained in the respective steps of the text in such a manner as to make a coherent interpretation of the total exercise.

rials to supplement the development of the skill of ______________________________

For students with marginal reading ability

uction

For students who are advanced readers

Instructional Model

Have the students survey the entire Exercise S11.

Ask:

For what purpose was Figure 1 included?	To illustrate the track of a recent eclipse
For what purpose was Figure 2 included?	To illustrate why the moon, which is smaller than the sun, can completely obliterate it
For what purpose were Figures 3 and 4 included?	To illustrate why the earth, moon, and sun must be on the same plane for a solar eclipse to occur
For what purpose was Figure 5 included?	To illustrate why the moon's orbit effects solar eclipses
Explain how a solar eclipse occurs and why total solar eclipses occur so rarely.	Solar eclipses occur when the moon moves in front of the sun, blocking the sun from view. The orbits of the moon and earth seldom coincide in such a way that the moon obliterates the sun.

For students who speak English as a second language

For students who are members of a specific minority group

Evaluati

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RELATING MAPS AND DIAGRAMS TO THE TEXT

S11.

To illustrate the track of a recent eclipse

To illustrate why the moon, which is smaller than the sun, can completely obliterate it

To illustrate why the earth, moon, and sun must be on the same plane for a solar eclipse to occur

To illustrate why the moon's orbit effects solar eclipses

Solar eclipses occur when the moon moves in front of the sun, blocking the sun from view.

The orbits of the moon and earth seldom coincide in such a way that the moon obliterates the sun.

guage

nority group

Evaluation

Determine if the student can relate a series of maps and/or diagrams to a text which depends on this relationship for its development

For individualizing instruction and/or for home study

For posttesting

INTERPRETING READING MATERIAL IN SCIENCE

Instructional Rationale

Correlating information contained in graphs with the text is essential to comprehending the type of reading material in science which intersperses these visuals in developing the topic.

Instructional Objective

Given a reading exercise in science that development of the topic, the student wil information contained in the text.

Instructor's note of materials to supplement the development of the skill of ______________

For pretesting

For students with marginal reading abilit

For reinforcing instruction

For students who are advanced readers

NCE

Instructional Objective

in graphs
rehending
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n develop-

Given a reading exercise in science that contains graphs which contribute to the development of the topic, the student will be able to relate each visual to the information contained in the text.

plement the development of the skill of ______________________

For students with marginal reading ability

For students who are advanced readers

Instructional Model

Exercise S12 is of general interest. It contains little scientific vocabulary or technical explanation and is therefore fairly easy to interpret. Thus, students should be encouraged to read it through rather rapidly and determine the reason for the inclusion of the graphs.

Ask:

What visuals accompany the text?	Bar graphs of game populations and a map of acres in the National Wildlife Systems.
What information is common to both visuals?	A comparison of conditions in the 1930's to conditions in the 1960's.
What does such a comparison show?	Trends -- growth or declines.
Why were the visuals included?	To substantiate statements made in the text. *...we have made dramatic progress in the science of game management. Federal refuges have more than 30 million acres....*

Note:

In addition to interpreting horizontal bar graphs, students should also learn to interpret vertical bar graphs and line graphs.

For students who speak English as a second language

For students who are members of a specific minority group

It contains little scientific vocabulary or technical
easy to interpret. Thus, students should be encouraged
determine the reason for the inclusion of the graphs.

Bar graphs of game populations and a map of acres in the National Wildlife Systems.

A comparison of conditions in the 1930's to conditions in the 1960's.

Trends -- growth or declines.

To substantiate statements made in the text. ...*we have made dramatic progress in the science of game management. Federal refuges have more than 30 million acres....*

bar graphs, students should also learn to interpret

cond language

ific minority group

Evaluation

Determine if the student can relate graphs to the text which they are intended to supplement

For individualizing instruction and/or for home study

For posttesting

INTERPRETING READING MATERIAL IN SCIENCE

Instructional Rationale

Correlating information contained in tables with the text is essential to comprehending the type of reading material in science which intersperses these visuals in developing or summarizing the topic.

Instructional Objective

Given a reading exercise in science th
development of the topic or summarize
the student will be able to relate eac
the text.

Instructor's note of materials to supplement the development of the skill of ____________________

For pretesting

For reinforcing instruction

For individualizing instruction and/or for home study

For posttesting

For students with marginal reading ab

For students who are advanced readers

For students who speak English as a s

For students who are members of a spe

NCE

Instructional Objective

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erses

Given a reading exercise in science that contains tables which contribute to the development of the topic or summarize statistical information regarding the topic, the student will be able to relate each visual to the information contained in the text.

plement the development of the skill of ______________________________

For students with marginal reading ability

For students who are advanced readers

For students who speak English as a second language

For students who are members of a specific minority group

Instructional Model

Have the students survey Exercise S13.

Ask:

What is the main topic of the exercise?	The molecular structure of hydr
What visuals are used to develop the topic?	Chart of hydrocarbons of the me Diagram of the compound benzene
Why is the chart inserted after the second paragraph rather than at the end of the article?	It relates only to the methane hydrocarbons which are discusse this paragraph.
Charts of the ethylene and acetylene series are not included though these series are mentioned in the third paragraph. Explain why.	Given the molecular formula of C_nH_{2n} and C_nH_{2n-2}, and the clu formulas refer to a *series*, the though not being able to comple charts, should be able to proje general format.
Why is the structural formula of benzene the only one included?	It is mentioned as being *unique* is *hexagonal*.

Note:

It may need to be pointed out to the students that a chart such as is included i may be read top to bottom, the molecular formulas having been arranged from simp complex; or from left to right, the information regarding one compound having bee according to name, molecular formula, structural formula, and state of matter.

Evaluation

se S13.

Determine if the student can relate tables to the text which they are intended to supplement

exercise?	The molecular structure of hydrocarbons
lop the topic?	Chart of hydrocarbons of the methane series Diagram of the compound benzene
er the second end of the	It relates only to the methane series of hydrocarbons which are discussed only in this paragraph.
etylene n these hird	Given the molecular formula of these series, C_nH_{2n} and C_nH_{2n-2}, and the clue that these formulas refer to a *series*, the reader, though not being able to complete similar charts, should be able to project their general format.
of benzene	It is mentioned as being *unique* in that it is *hexagonal*.

o the students that a chart such as is included in this exercise molecular formulas having been arranged from simplest to most the information regarding one compound having been arranged rmula, structural formula, and state of matter.

INTERPRETING READING MATERIAL IN SCIENCE

Instructional Rationale

Relating chemical symbols, formulas, and equations to the text which they are intended to supplement is essential to comprehending the type of reading material in science which intersperses these abbreviations in developing the topic.

Instructional Objective

Given a reading exercise in scie
equations which contribute to th
able to relate the chemical abbr

Instructor's note of materials to supplement the development of the skill of ____________

For pretesting

For students with marginal read

For reinforcing instruction

For students who are advanced r

For individualizing instruction and/or for home study

For students who speak English

For posttesting

For students who are members of

183

Instructional Objective

Given a reading exercise in science that contains chemical symbols, formulas, and equations which contribute to the development of the topic, the student will be able to relate the chemical abbreviations to the text.

lement the development of the skill of ________________________________

For students with marginal reading ability

For students who are advanced readers

For students who speak English as a second language

For students who are members of a specific minority group

Instructional Model

Have the students read the entire Exercise S14.

Ask:

What is the topic?	Salts
How is the topic developed?	1. Composition of salts -- positive ions from a base; negative ions from an acid 2. Salts result from neutralization of the base and the acid. 3. Four kinds of chemical reactions yield salt a. Reaction between a base and an acid -- example supplied b. Reaction between an active metal and an acid -- example supplied c. Direct combination of a metal and a nonmetal -- example supplied d. Chemical reaction between a base and a salt -- example supplied
Why are chemical equations included?	To provide examples of how salt is derived
What do the chemical symbols represent?	H represents one atom of hydrogen. Cu represents one atom of copper.
What do the chemical formulas represent?	H_2O represents one molecule of a compound; in this case water.
What do the chemical equations represent?	A chemical reaction may be represented by placing the formulas or symbols of the reacting substances (reactants) on the left and those of the products on the right of the sign →. Example: $HCl + NaOH \rightarrow NaCl + H_2O$ (Reactants) (Products)
What do the symbols represent?	→ means give or yield. + on reactants side of the equation means reacts with. + on products side of the equation means and.
Why is the chart included in this exercise?	To supply information about the utility of common salts

RELATING CHEMICAL FORMULAS TO THE TEXT

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sition of salts -- positive ions from a
negative ions from an acid
result from neutralization of the base
he acid.
kinds of chemical reactions yield salt
eaction between a base and an acid --
xample supplied
eaction between an active metal and an
cid -- example supplied
irect combination of a metal and a non-
etal -- example supplied
hemical reaction between a base and a
alt -- example supplied

e examples of how salt is derived

nts one atom of hydrogen.
ents one atom of copper.

sents one molecule of a compound; in this
ter.

l reaction may be represented by placing the
or symbols of the reacting substances (react-
the left and those of the products on the
the sign → .

$HCl + NaOH \rightarrow NaCl + H_2O$
(Reactants) (Products)

give or yield.
ctants side of the equation means reacts with.
ducts side of the equation means and.

information about the utility of common salts

Evaluation

Determine if the student can relate chemical symbols, formulas, and equations to the text which they are intended to supplement

INTERPRETING LITERATURE - VOCABULARY

The lesson entitled.... *begi on page.*

Using context to infer meanings implied by the author through connotations 88

Change of word meanings over time. 90

Using context to determine meanings of words that are antiquated 92

Using context to infer the meanings of words of unusual dialects 92

Identifying figures of speech. 96

L2

1. (3)
2. (2)
3. (1)
4. (4)
5. (1)
6. (3)
7. (1)

1. apostrophe
2. personification
3. simile
4. simile
5. onomatopeia
6. metaphor
7. personification
8. hyperbole
9. irony
10. metaphor
11. epigram
12. alliteration
13. assonance
14. simile
15. simile
16. hyperbole
17. personification
18. personification
19. allegory
20. personification

L4

1. personification
2. alliteration
3. assonance
4. rhyme
5. alliteration
6. alliteration
7. personification
8. simile
9. rhyme
10. metaphor
11. metaphor
12. alliteration and metaph
13. alliteration
14. alliteration
15. simile
16. metaphor
17. rhyme
18. onomatopoeia
19. allegory
20. allegory

y

	begins on page....	and is based upon reading exercise....	beginning on page....
lied by the author through connotations	88	L7 L21	244 258
	90	L30	271
of words that are antiquated	92	L30	271
of words of unusual dialects	92	L31	272
	96	L1 L2 L3 L4	234 237 238 239

CORRECT RESPONSES TO ASSESSMENT OF COMPREHENSION

postrophe
ersonification
imile
imile
nomatopeia
etaphor
ersonification
yperbole
rony
etaphor
pigram
lliteration
ssonance
imile
imile
yperbole
ersonification
ersonification
llegory
ersonification

L4

1. personification
2. alliteration
3. assonance
4. rhyme
5. alliteration
6. alliteration
7. personification
8. simile
9. rhyme
10. metaphor
11. metaphor
12. alliteration and metaphor
13. alliteration
14. alliteration
15. simile
16. metaphor
17. rhyme
18. onomatopoeia
19. allegory
20. allegory

Instructor's note of materials to supplement the development of the skill of ____________________

For students with marginal reading ability

For students who are advanced readers

For students who speak English as a second language

For students who are members of a specific minority group

INTERPRETING LITERATURE - VOCABULARY

velopment of the skill of ____________________________________

For pretesting

For reinforcing instruction

ge

For individualizing instruction
and/or for home study

ity group

For posttesting

VOCABULARY DEVELOPMENT IN LITERATURE

Instructional Rationale

The identification of the connotative meanings of words will serve as clues from which the author's intended meaning for familiar words may be inferred.

Very frequently in literature, the author ignores the narrow or literal meaning of words and implies or suggests different meanings. These meanings will not usually be found in a dictionary. Their connotations are greatly dependent on the past language experiences of the reader and the clues of context provided by the author.

Words used to describe something pleasant or favorable will have positive connotations and words used to describe something unpleasant or unfavorable will have negative connotations.

Instructional Objective

Given a selection from literature, s
identify those words for which the a

- No one had the *guts* to *raise* a rio
  bazaars alone, somebody would prob
  police officer, I was an obvious *ta*
  do so...

  For, at that time, I had already mad
  and the sooner I *chucked up* my job

- Walter: (Sighing and looking at h
  that boy doing in that bathroom
  getting up earlier. I can't be
  around in there.

  Ruth: (Turning on him) Oh, no, he
  such thing! It ain't his fault
  'cause he *got a bunch* of *crazy g*
  mouths in what is supposed to be

  Walter: That's what you *mad* about,
  with my friends just couldn't be

Instructional Objective

Given a selection from literature, similar to the excerpts below, the student will identify those words for which the author did not intend their literal meaning.

- No one had the *guts* to *raise* a riot, but if a European woman went through the bazaars alone, somebody would probably spit betel juice over her dress. As a police officer, I was an obvious *target* and was *baited* whenever it seemed safe to do so...

  For, at that time, I had already made up my mind that imperialism was an evil thing and the sooner I *chucked up* my job and got out of it the better...

- Walter: (Sighing and looking at his watch) Oh, me. (He waits) Now what is that boy doing in that bathroom all this time? He just going to have to start getting up earlier. I can't be being late to work on account of him fooling around in there.

  Ruth: (Turning on him) Oh, no, he ain't going to be getting up no earlier no such thing! It ain't his fault that he can't get to bed no earlier nights 'cause he *got a bunch* of *crazy good-for-nothing clowns* sitting up *running their mouths* in what is supposed to be his bedroom after ten o'clock at night.

  Walter: That's what you *mad* about, ain't it? The things I want to talk about with my friends just couldn't be important in your mind, could they?

Instructional Model

Have the students read Exercise L7.

Ask:

What words are being used in a sense other than literal?	*Guts* *Raise* *Target* *Baited* *Chucked up*
From the context, infer the author's intended meaning of the words identified above.	Guts - courage or nerve Raise - to start or initiate Target - an object of attention Baited - tormented or provoked Chucked up - to give up or leave

Have the students read Exercise L21.

Ask the students to find the words that seem to have a connotative meaning when used as a phrase.	*A bunch* *Crazy-good-for-nothing clowns* *Running their mouths*
Ask the students to determine the meanings of these phrases from the context.	*A bunch* - a group, more than two. *Crazy-good-for-nothing clowns* - Ruth is referring to Walter and his friends. The phrase intimates how she feels about them. It has a negative connotation. *Running their mouths* - is a way of referring to a lengthy conversation. By phrasing it in this way, its connotation is negative.

USING CONTEXT TO INFER MEANINGS IMPLIED BY THE AUTHOR THROUGH CONNOTATIONS

p

- courage or nerve
- to start or initiate
- an object of attention
- tormented or provoked

p - to give up or leave

d-for-nothing clowns
heir mouths

a group, more than two.
d-for-nothing clowns - Ruth is referring
er and his friends. The phrase intimates
feels about them. It has a negative
tion.
heir mouths - is a way of referring to a
conversation. By phrasing it in this way,
notation is negative.

Evaluation

Determine if the student can:

- Identify those words in a passage which are not being used in their literal or narrow sense
- Infer the connotative meanings of these words from clues available in the context

VOCABULARY DEVELOPMENT IN LITERATURE

Instructional Rationale

The identification of those words whose meanings have changed over time will enable the reader to read a selection with the meaning implied by the author.

Time and use change the meanings of words. Some of those changes are slight while others may be complete.

Older works such as those of Coleridge contain many of these words. For example, *silly* meant plain or rustic in his time. In our time, it may mean stupid or excessively mirthful. Many common words such as *dig* or *cool* have meanings today entirely unrelated to their meanings even 10 years ago.

Instructional Objective

Given a literary selection written
identify those words whose meaning
meanings from the context.

> Are you to turn and ask thus.
> Her husband's presence only, ca
> Of joy into the Duchess' cheek:
> Fra Pandolf chanced to say "Her
> Over my lady's wrist too much,
> Must never hope to reproduce the
> Half-flush that dies along her
> Was courtesy, she thought, and
> For calling up that spot of joy
> A heart—how shall I say?—too
> Too easily impressed; she like
> She looked on, and her looks we
> Sir, 'twas all one! My *favour*
> The dropping of the daylight in
>
> ....Who'd stoop to blame
> This sort of trifling? Even ha
> In speech—(which I have not)—
> Quite clear to such an one, and
> Or that in you *disgusts* me; her
> There exceed the mark"—
>
> ....Will't please you rise? We
> The company below, then. I rep
> The Count your master's known m
> Is ample *warrant* that no just p
> Of mine for dowry will be *disal*

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Instructional Objective

Given a literary selection written more than 50 years ago, the reader will identify those words whose meanings have changed over time and infer their original meanings from the context.

> Are you to turn and ask thus. Sir, 'twas not
> Her husband's presence only, called that spot
> Of joy into the Duchess' cheek: perhaps
> Fra Pandolf chanced to say "Her *mantle laps*
> Over my lady's wrist too much, or "Paint
> Must never hope to reproduce the faint
> Half-flush that dies along her throat": such stuff
> Was courtesy, she thought, and cause enough
> For calling up that spot of joy. She had
> A heart—how shall I say?—too soon made glad,
> Too easily impressed; she like whate'er
> She looked on, and her looks went everywhere.
> Sir, 'twas all one! My *favour* at her breast,
> The dropping of the daylight in the West....
>
> ....Who'd stoop to blame
> This sort of trifling? Even had you skill
> In speech—(which I have not)—to make your will
> Quite clear to such an one, and say "Just this
> Or that in you *disgusts* me; here you *miss* or
> There exceed the mark"—
>
> ....Will't please you rise? We'll meet
> The company below, then. I repeat,
> The Count your master's known munificence
> Is ample *warrant* that no just pretence
> Of mine for dowry will be *disallowed*.

Instructional Model

Eval

D

Have the students read the poem from which the excerpts found under Instructional Objectives have been taken. (L30)

Ask the students to skim these excerpts to find those words which obviously had meanings when the poem was written which are not commonly used now.

Mantle
Favour
Trifling
Will't
Warrant
Munificence
Pretense

Have the students infer from context the original meanings of the previously identified words.

If students have difficulty, suggest that they use the dictionary. Occasionally, they should use the dictionary simply for verification.

Mantle - A mantle is a cape; the term, however, is rarely used to describe this article of clothing today.

Favour - To seek or give *favour* is again a term once used to imply the bestowing of esteem or affection, usually on one lower in rank.

Trifling - An old-fashioned term, meaning to diminish or to make insignificant (Example: She trifled with my affections.)

Will't - A contraction meaning *will it.* No longer used today

Warrant - The word appears to have a meaning completely unrelated to today's usage. According to the dictionary, *warrant* once meant a pledge or a guarantee. In this case, the Count's known generosity is a guarantee.

Munificence - The word means lavish generosity and is used rarely in common speech.

Pretense - The common meaning for *pretense* is a simulation or a sham; in this case, however, it means a claim.

Evaluation

e excerpts found under Instructional Objectives

Determine if the student can:

- Identify those words in a passage whose meanings have changed over time
- Infer the original meanings of the words from the clues available in the context

le is a cape; the term, however, is rarely
e this article of clothing today.

k or give *favour* is again a term once used
stowing of esteem or affection, usually on
nk.

ld-fashioned term, meaning to diminish or
ficant (Example: She trifled with my

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ord appears to have a meaning completely
day's usage. According to the dictionary,
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enerosity is a guarantee.

he word means lavish generosity and is used
n speech.

common meaning for *pretense* is a simulation
his case, however, it means a claim.

INTERPRETING READING MATERIAL IN LITERATURE

Instructional Rationale

The identification of words that are no longer used in contemporary language and the use of context will enable the reader to make a more accurate inference of the author's intended meaning.

It is necessary that the students recognize that there are words that occur frequently in the literature of the past that no longer have meaning in contemporary language. Yet, these must be interpreted if the reader is to get the full meaning of a selection. Sometimes the context will reveal the former meanings of these words, and other times it will be necessary to consult an unabridged dictionary.

Instructional Objective

Given a selection from the literature wri
will identify those words which have becor
infer their former meanings from clues.

> ....But to myself they turned (since n
> The curtain I have drawn for you, but
> And seemed as they would ask me, if th
> How such a glance came there; so, not
> Are you to turn and ask thus....
>
> ....Even had you skill
> In speech—(which I have not)—to make
> Quite clear to such an one, and say "J
> Or that in you disgusts me; here you m
> Or there exceed the mark"—and if she
> Herself be lessoned so, nor plainly se
> Her wits to yours, *forsooth*, and made
>
> ....*Nay*, we'll go
> Together down, Sir!....

INTERPRETING READING MATERIAL IN LITERATURE

Instructional Rationale

The identification of words of unusual dialects and the use of context will enable the reader to make a more accurate inference of the author's intended meaning.

Instructional Objective

Given a selection from the literature wri
will identify those words which are a par
from the context.

AL IN LITERATURE

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Instructional Objective

Given a selection from the literature written more than 50 years ago, the reader will identify those words which have become antiquated with the passage of time and infer their former meanings from clues.

> ....But to myself they turned (since none puts by
> The curtain I have drawn for you, but I)
> And seemed as they would ask me, if they *durst,*
> How such a glance came there; so, not the first
> Are you to turn and ask thus....
>
> ....Even had you skill
> In speech—(which I have not)—to make your will
> Quite clear to such an one, and say "Just this
> Or that in you disgusts me; here you miss
> Or there exceed the mark"—and if she let
> Herself be lessoned so, nor plainly set
> Her wits to yours, *forsooth,* and made excuse,
>
> ....*Nay,* we'll go
> Together down, Sir!....

AL IN LITERATURE

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context will
e a more
e author's

Instructional Objective

Given a selection from the literature written in an unusual dialect, the student will identify those words which are a part of that dialect and infer their meanings from the context.

USING CONTEXT TO DET

Instructional Model

Have the students reread Exercise L30 from which the excerpts found under the Instructional Objective have been taken.

Ask the students to skim these excerpts to find those words that are no longer used in contemporary language.	*Durst* *Forsooth* *Nay*
From the context, have the students infer the possible meanings for these words. Whenever this is not possible, encourage the students to consult the dictionary.	*Durst* - In the context, the author refers to people want to ask their host a question which appears to be rather personal. The clause containing this word is set off by commas as a side thought or an interjection. The reader could almost imagine that the clause reads "if they had nerve." This is verified by the dictionary which define *durst* as an archaic past tense of *dare*. *Forsooth* - In the context, this word is set off by commas It is actually not necessary to the meaning of the senter and the sentence yields no clue to its meaning. A check with the dictionary shows that *forsooth* was used for emphasis meaning in truth, certainly, or indeed. *Nay* - This antiquated term is better known since it is s used in parliamentary procedure. It means no.

USING CONTEXT TO IN

Instructional Model

Have the students read the entire poem from which the excerpt found under Instructional Objective has been taken. (L31)

Ask them to skim the excerpt to find unusual words which appear to be of a different dialect.	*Hae* - *Ye* - *Wi'* - *Boil'd* -	*Din'd* *Gat* *Fain* *Wald*

USING CONTEXT TO DETERMINE MEANINGS OF WORDS THAT ARE ANTIQUATED

ise L30 from which the excerpts found under the Instructional

Durst
Forsooth
Nay

Durst - In the context, the author refers to people wanting to ask their host a question which appears to be rather personal. The clause containing this word is set off by commas as a side thought or an interjection. The reader could almost imagine that the clause reads "if they had the nerve." This is verified by the dictionary which defines *durst* as an archaic past tense of *dare.*

Forsooth - In the context, this word is set off by commas. It is actually not necessary to the meaning of the sentence, and the sentence yields no clue to its meaning. A check with the dictionary shows that *forsooth* was used for emphasis meaning in truth, certainly, or indeed.

Nay - This antiquated term is better known since it is still used in parliamentary procedure. It means no.

Evaluation

Determine if the student can:

- Identify those words in a selection which have become antiquated with the passage of time
- Infer the former meanings of these words from the clues available in the context

USING CONTEXT TO INFER THE MEANINGS OF WORDS OF UNUSUAL DIALECTS

ire poem from which the excerpt found under Instructional
1)

Hae - *Din'd*
Ye - *Gat*
Wi' - *Fain*
Boil'd - *Wald*

Evaluation

Determine if the student can identify those words in a selection which are unique to a particular area, region, or people

INTERPRETING READING MATERIAL IN LITERATURE
(*continued*)

Instructional Rationale

Whenever it is not possible to infer meanings for these words, it might be helpful to consult an unabridged dictionary. The dictionary will be useful in determining the meaning of words that were once part of the English language but are now considered to be archaic. Most of these archaic words are found in an unabridged dictionary, and it might be noted that some of these words, though not a part of the English language spoken by contemporary America, may be in current use in other English-speaking groups.

Instructional Objective

Lord Randal

"O where *hae ye* been, Lord Randal,
O where *hae ye* been, my handsome
"I *hae* been to the wild wood; mothe
For I'm weary *wi'* hunting, and *fa*

"Where *gat ye* your dinner, Lord Ran
Where *gat ye* your dinner, my hand
"I *din'd wi'* my true-love; mother,
For I'm weary *wi* hunting, and *fai*

"What *gat ye* to your dinner, Lord R
What *gat ye* to your dinner, my ha
"I *gat* eels *boil'd* in broth; mother
For I'm weary *wi'* hunting, and *fa*

Instructor's note of materials to supplement the development of the skill of ________________

For pretesting

For students with marginal reading ab

For reinforcing instruction

For students who are advanced readers

For individualizing instruction and/or for home study

For students who speak English as a s

For posttesting

For students who are members of a spec

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(continued)

Instructional Objective

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Lord Randal

"O where *hae ye* been, Lord Randal, my son?
  O where *hae ye* been, my handsome young man?"
"I *hae* been to the wild wood; mother, make my bed soon,
  For I'm weary *wi'* hunting, and *fain wald* lie down."

"Where *gat ye* your dinner, Lord Randal, my son?
  Where *gat ye* your dinner, my handsome young man?"
"I *din'd wi'* my true-love; mother, make my bed soon,
  For I'm weary *wi* hunting, and *fain wald* lie down."

"What *gat ye* to your dinner, Lord Randal, my son?
  What *gat ye* to your dinner, my handsome young man?"
"I *gat* eels *boil'd* in broth; mother, make my bed soon,
  For I'm weary *wi'* hunting, and *fain wald* lie down."

to supplement the development of the skill of ______________________________

For students with marginal reading ability

For students who are advanced readers

tion

For students who speak English as a second language

For students who are members of a specific minority group

Have the students infer the possible meanings for these words from their use in the context.

Whenever this is not possible, instruct them to consult an unabridged dictionary.

If this has not already been done, discuss the use of the apostrophe to replace letters that are not pronounced in a word of a given dialect.

Hae - The context of this word in the first two lines seems to require that it means *have*. The dictionary verifies this.

Ye - This is familiar to many English-speaking people because of its frequent use in hymns. Although *ye* is considered the archaic form of *you*, it is still used in some dialects of the English language.

Wi' - This is an example of the apostrophe being used to replace the th sound which is not pronounced. From the context, one can easily infer that the word has the same meaning as with.

Boil'd - In this word, the apostrophe replaces e. Leaving out the e doesn't present any problem in obtaining meaning. The presence of dinner and broth verify that the word is *boiled*.

Din'd - The word is more difficult to recognize than boiled. In this case the context helps. *Where* and *dinner* are the clues which would lead the reader to anticipate that *dined* would be in the answer. This is verified by the use of *wi' my true love* following *din'd*.

Gat - According to the dictionary, *gat* was, at one time, the past tense of *get*. In the context in which it is used twice, its meaning is more like that which would be associated with the past tense of *have*. The first time it is used, it would have been interpreted to mean *Where did you have* your dinner? The second time, it seems that *What gat ye to...* has the same meaning as *What did you have for...* It appears that both *hae* and *gat* have similar meanings in this dialect.

Fain - The context does not reveal the meaning of this word. The dictionary shows it to be an archaic word meaning pleased, happy, desirous, constrained, or compelled. When it is first used in the poem, the context suggests that its meaning is close to *desirous*. *Fain wald* can be interpreted as *want to*. As the poem progresses to the last line, the reader perceives that the meaning of *fain wald* more nearly means *compelled*. The connotation has a sense of urgency.

Wald - This word is not in the dictionary. From the context, the reader can infer that it has a meaning close to that which would be associated with *would*. However, as we have noted above, *would* does not have to be in the translation.

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s used, it would have been interpreted to mean *Where did*
inner? The second time, it seems that *What gat ye to...*
aning as *What did you have for...* It appears that both
e similar meanings in this dialect.

ext does not reveal the meaning of this word. The dic-
t to be an archaic word meaning pleased, happy, desirous,
compelled. When it is first used in the poem, the con-
hat its meaning is close to *desirous*. *Fain wald* can be
want to. As the poem progresses to the last line, the
s that the meaning of *fain wald* more nearly means
connotation has a sense of urgency.

d is not in the dictionary. From the context, the
r that it has a meaning close to that which would be
would. However, as we have noted above, *would* does not
he translation.

Evaluation

Determine if the student can:

- Infer the meanings of these words from the clues available in the context
- Verify meanings of words from unusual dialects by consulting an unabridged dictionary

INTERPRETING READING MATERIAL IN LITERATURE

Instructional Rationale

Identifying specific writing devices will aid the reader in determining the meanings and effects an author intends to achieve.

Certain devices develop comparisons, others utilize connotations, while others provide certain types of musical emphasis.

Instructional Objective

Given a literary selection, the st
contains and will provide a reason
intended to achieve by using them.

Instructor's note of materials to supplement the development of the skill of ____________

For pretesting

For students with marginal reading

For reinforcing instruction

For students who are advanced reade

For individualizing instruction and/or for home study

For students who speak English as a

For posttesting

For students who are members of a s

Instructional Objective

Given a literary selection, the student will identify any figures of speech that it contains and will provide a reasonable explanation of the effect the author intended to achieve by using them.

upplement the development of the skill of ____________________________________

For students with marginal reading ability

For students who are advanced readers

For students who speak English as a second language

For students who are members of a specific minority group

Instructional Model

Distribute Exercise L1.

Discuss each figure of speech.

Discuss the problems of communication everyone faces in describing an unknown.

Example:

Unknowns can only be understood in terms of a known. If a man does not understand the word *green* but does understand the concept *grass*, the speaker may compare *green* to *grass*. *Green as grass* is a simile.

If the speaker or writer wishes to describe the poor habits of an unknown person, he may compare that individual to a pig. He may say that *John eats like a pig*. He does not mean that John literally eats on all fours or has a snout. He means that John's habits are distasteful.

John eats like a pig.	Simile
John is a pig.	Metaphor

The metaphor is a stronger comparison since it omits *like* or *as*. The writer may comment:

John snorted at me.

This is an implied metaphor since the word *snorted* carries connotations of animal activity.

Read some proverbial comparisons to the class.

Examples:

Black as a black cat in the dark
So crooked that he could hide behind a corkscrew
Fascinating as a loose tooth
Handy as a pocket in the back of a shirt

Prepare a sheet of incomplete similes and ask the class to complete.

Examples:

As slow as __________
As fast as __________
As black as __________
As white as __________

As cheap as __________
As sweet as __________
As tall as __________
As short as __________

n everyone faces in describing an unknown.

in terms of a known. If a man does not understand
nd the concept *grass*, the speaker may compare *green*
imile.

to describe the poor habits of an unknown person, he
pig. He may say that *John eats like a pig*. He does
s on all fours or has a snout. He means that John's

r

rison since it omits *like* or *as*. The writer may

e the word *snorted* carries connotations of animal

the class.

hind a corkscrew

a shirt

es and ask the class to complete.

As cheap as ________
As sweet as ________
As tall as ________
As short as ________

Evaluation

Determine if the student can:

- Identify figures of speech
- Explain the nonliteral meanings of figures of speech
- Explain the effects an author intended to achieve by use of certain figures of speech

Note:

For additional practice in identifying figures of speech, use Exercises L3 and L4.

Instructional Model

Discuss the use of similes, metaphors, etc. in science, advertising, pop songs, etc.

Example: *Space Terminology*

The space craft names and terms connote certain characteristics.

Apollo	- the strength and speed symbolic of the Greek God
Gemini	- the astrological twins; a two manned vehicle
silo	- storage tank compared to farmer's storage barn
umbilical cord	- fuel line compared to life line connecting mother and child

Discuss continuing metaphor as used in the Bible.

Example:

The Lord is my shepherd,
I shall not want
He leadeth me to lie down
In green pastures...

In a nomadic society depending on herding for survival, the idea of a shepherd tending flock was clarity itself. The nonliteral meaning is accurate; the literal is absurd.

Have the students read Exercise L2 silently.

Ask:

In the song, *Silver Moon*, is the idea that the moon is made of a precious metal?	No
What is the idea?	That the moon is shining and white
Is the speaker happy?	No
What is his feeling?	Loneliness - lost lover
In what sense is every road a *highway of goodbye*?	People are always leaving somewhere

Evaluation

metaphors, etc. in science, advertising, pop songs, etc.

gy

nd terms connote certain characteristics.

strength and speed symbolic of the Greek God
astrological twins; a two manned vehicle
age tank compared to farmer's storage barn
line compared to life line connecting mother and child

as used in the Bible.

,

wn

nding on herding for survival, the idea of a shepherd tending his
The nonliteral meaning is accurate; the literal is absurd.

cise L2 silently.

is the idea that cious metal? No

That the moon is shining and white

No

Loneliness - lost lover

ad a *highway of* People are always leaving somewhere

The lesson entitled....	*begins on page....*
Recognizing the literal meaning	102 . . . .
Identifying the main idea	104 . . . .
Identifying effects	104 . . . .
Identifying details	106 . . . .
Identifying figures of speech	106 . . . .
Identifying sequence of details	108 . . . .
Identifying author's role	108 . . . .
Recognizing tone.	110 . . . .
Identifying bias.	112 . . . .

CORRECT R

L5	L6	L7	L8	L9	L10	L11	L12	L1
1. (3)	1. (2)	1. (4)	1. (2)	1. (3)	1. (3)	1. (3)	1. (2)	1.
2. (1)	2. (3)	2. (3)	2. (3)	2. (4)	2. (1)	2. (2)	2. (4)	2.
3. (3)	3. (4)	3. (1)	3. (1)	3. (4)	3. (4)	3. (3)	3. (1)	3.
4. (2)	4. (2)	4. (2)	4. (4)		4. (2)	4. (3)	4. (4)	4.
5. (4)	5. (1)	5. (1)	5. (4)			5. (1)	5. (3)	5.
6. (3)	6. (1)	6. (2)					6. (4)	
7. (4)	7. (2)							

INTERPRETING LITERATURE - NONFICTION

begins on page....	*and is based upon reading exercise....*	*beginning on page....*
102	L5	241
104	L6	243
104	L7	244
106	L8	245
106	L9	246
108	L10	247
108	L11	248
110	L12	249
112	L13	250

CORRECT RESPONSES TO ASSESSMENT OF COMPREHENSION

L9	L10	L11	L12	L13
1. (3)	1. (3)	1. (3)	1. (2)	1. (1)
2. (4)	2. (1)	2. (2)	2. (4)	2. (4)
3. (4)	3. (4)	3. (3)	3. (1)	3. (1)
	4. (2)	4. (3)	4. (4)	4. (4)
		5. (1)	5. (3)	5. (4)
			6. (4)	

INTERPRETING LITERATURE (NONFICTION AND FICTION)

Understanding Prose Selections

All writing falls into two main categories: prose and poetry. Prose is the expression of either real or imaginary experiences without the meter or rhythm which is distinctive of poetry.

Prose works fall into two categories: fiction and nonfiction. *Fiction* is the type of literature which deals with imaginary events and imaginary characters. Fiction is usually characterized by narrative style and includes the novel, the romance, and the short story.

Nonfiction includes all prose except fiction and includes works of biography, history, science, travel, drama, essays, etc. Nonfiction style is often expository, explanatory, or interpretative.

Examples of fiction:

- Novel
  Gone With the Wind by Margaret Mitchell
- Romance
  Men of Iron by Howard Pyle
- Short Story
  The Ransom of Red Chief by O. Henry

Examples of nonfiction:

- Biography
  Madame Curie by Eva Curie
- History
  Story of Mankind by Hendrick Van Loon
- Travel
  Innocents Abroad by Mark Twain
- Science
  The Sea Around Us by Rachel Carson
- Drama
  Harvey by Mary Ellen Chase
  The Doll's House by Henrik Ibsen
- Essay
  The Thurber Carniva
- Miscellaneous
  Myths and Folklore

The Novel and the Short

The students should be i
beginning their study of
the definitions be revie

The novel is a work of s
usually involves the dev
incidents which form a s
events.

The short story is a wor
usually involves the pro
single situation which o
and short stories fall i
setting.

Romantic or *escape ficti*
in a manner quite remove
by Miguel de Cervantes a
Historical fiction uses
Northwest Passage by Ken
Stephen Vincent Benet.

Realistic fiction tells
Examples are Main Street
Hemingway.

Psychological fiction de
life. Examples are Wing
Death by Sherwood Anders

Adventure fiction stress
Examples are Treasure Is
Boat by Stephen Crane.

Sociological fiction dea
alcoholism, prison condi
Charles Dickens, Uncle T
Real Thing by Henry Jame

- Essay
  The Thurber Carnival by James Thurber
- Miscellaneous
  Myths and Folklore by Henry Christ

The Novel and the Short Story

The students should be introduced to the following definitions before beginning their study of nonfiction. It is further suggested that the definitions be reviewed as part of the introduction to fiction.

The novel is a work of substantial length (30,000-500,000 words) and usually involves the development of several characters involved in incidents which form a sequence of continued and sometimes complex events.

The short story is a work of lesser length (1,500-10,000 words) and usually involves the problem of one main character dealing with a single situation which occurs in a short space of time. Both novels and short stories fall into categories depending on theme, plot, and setting.

Romantic or *escape fiction* deals with love, fantasy, suspense, etc., in a manner quite removed from everyday life. Examples are Don Quixote by Miguel de Cervantes and Rip Van Winkle by Washington Irving. Historical fiction uses a framework of actual events. Examples are Northwest Passage by Kenneth Roberts and A Tooth for Paul Revere by Stephen Vincent Benet.

Realistic fiction tells a true to life story of ordinary human behavior. Examples are Main Street by Sinclair Lewis and The Killers by Ernest Hemingway.

Psychological fiction deals with the internal motivations of human life. Examples are Wings of the Dove by Henry James and Brother Death by Sherwood Anderson.

Adventure fiction stresses exciting incidents of physical action. Examples are Treasure Island by Robert Louis Stevenson and The Open Boat by Stephen Crane.

Sociological fiction deals with such problems as slavery, dope addiction, alcoholism, prison conditions, etc. Examples are Oliver Twist by Charles Dickens, Uncle Tom's Cabin by Harriet Beecher Stowe and The Real Thing by Henry James.

INTERPRETING LITERATURE (NONFICTION AND FICTION)

Elements of Fiction

All prose fiction includes the elements of theme, setting, characterization, plot, and conflict.

The theme is the main idea of any work. Example:
The theme of Uncle Tom's Cabin deals with the evils of slavery.

The setting involves the time, place, and social background of the characters. Example:
The setting of Gone With the Wind is the white man's South at the time of the Civil War.

The plot is the sequence of events which comprise the story. The high point of the plot is the climax which is followed by a denoúement or final outcome.

Characterization is the skill of developing the imaginary people through whose lives the author develops his theme. In the novel, details of characterization are many; in the short story, details are few.

Conflict is the problem element of a novel or short story, the tension developed as a character tries to overcome the forces surrounding him. Examples:

Man against man - war
Man against nature - tornado, blizzard
Man against society - minority discrimination
Man against himself - alcoholism

Instructor's note of mat
skill of ______________

For pretesting

For reinforcing instr

For individualizing i
and/or for home stu

For posttesting

For students with mar

For students who are

For students who spea

For students who are

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social background of

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he short story, details

or short story, the
overcome the forces

nation

Instructor's note of materials to supplement the development of the skill of ____

For pretesting

For reinforcing instruction

For individualizing instruction and/or for home study

For posttesting

For students with marginal reading ability

For students who are advanced readers

For students who speak English as a second language

For students who are members of a specific minority group

INTERPRETING READING MATERIAL IN LITERATURE (NONFICTION)

Instructional Rationale

Recognizing the literal meaning in nonfiction is primary to making subsequent inferences.

Instructional Objective

Given a reading exercise in nonf
literal meaning in his own words.

Instructor's note of materials to supplement the development of the skill of ___________

For pretesting

For reinforcing instruction

For individualizing instruction and/or for home study

For posttesting

For students with marginal readi

For students who are advanced rea

For students who speak English a

For students who are members of

ATURE (NONFICTION)

Instructional Objective

Given a reading exercise in nonfiction, the student will be able to state its literal meaning in his own words.

lement the development of the skill of ____

For students with marginal reading ability

For students who are advanced readers

For students who speak English as a second language

For students who are members of a specific minority group

Instructional Model

Have the students read the first paragraph of Exercise L5 silently.

Discuss the significance of numbers in diverse societies. Compare the Chinese who consider thirteen "lucky" to Europeans who consider the same number "unlucky." Cite the reason as it appears in the passage.

Have the students read silently the next four paragraphs and list on the chalkboard the variety of meanings attached to seven.	Seven Precious Things Seven Deadly Sins Seven Wonders of the World Seven Greek Sages Seven Liberal Arts Seven Heavenly Bodies Seven Elements Seven Days of Creation Seven Ages of Man Seven in Law Seven in Gambling

Have the students read the next two paragraphs for a discussion of *forty*.

Ask:

What is the Italian word for *forty*?	*quaranta*
What is the isolation period for a disease called?	*quarantine*

Have the students read the last three paragraphs for the discussion of *thirteen*.

Ask:

What is a taboo?	Something forbidden
What was primitive man's computer?	His fingers and feet
What did thirteen represent to him?	The unknown

of Exercise L5 silently.

rse societies. Compare the Chinese who consider the same number "unlucky." Cite the reason as

recious Things
eadly Sins
onders of the World
reek Sages
iberal Arts
eavenly Bodies
lements
ays of Creation
ges of Man
n Law
n Gambling

phs for a discussion of *forty*.

a

ine

graphs for the discussion of *thirteen*.

ng forbidden

gers and feet

nown

Evaluation

Determine if the student can:

- State in his own words the literal meaning of a reading exercise in nonfiction
- Answer specific fact questions from a reading exercise in nonfiction

INTERPRETING READING MATERIAL IN LITERATURE (NONFICTION)

Instructional Rationale

Identifying the main idea will help the reader to establish a purpose for reading the selection, to frame questions he anticipates the selection will answer, and to retain the information conveyed.

Instructional Objective

Given a specific nonfiction sele
stated by the author.

INTERPRETING READING MATERIAL IN LITERATURE (NONFICTION)

Instructional Rationale

Identifying the effects that an author of nonfiction literature attempts to create and the devices he employs to achieve this end will assist the reader in making a more accurate summary assessment of the total work.

Instructional Objective

Given a specific passage, the stu
attempts to create and the devices

Instructional Objective

Given a specific nonfiction selection, the student will select the main idea as stated by the author.

Instructional Objective

Given a specific passage, the student will be able to list the effects the author attempts to create and the devices he employs to achieve these effects.

Instructional Model

Have the students read Exercise L6 silently.

Ask the students to:

Cite the sentences which actually identify the main idea of the passage.	The last two sentences
How long after the actual feat was Hensen honored?	45 years
Was he actually at the Pole before Peary?	Yes
Who else was there?	Eskimos

Instructional Model

Have the students read the first paragraph of Exercise L7 silently.

Ask:

Where was the author stationed?	Burma
What did the people feel for him?	Hatred
How did they show their feelings?	Insults, jeers, etc.
What effect does the author hope to create for the reader?	The feeling of being a hated alien

Have the students read the second paragraph of this Exercise silently.

What effect did the author hope to create by his description of the lockups?	Compassion for the Burmese prisoners
What two feelings possessed him, and what is the total effect of contradictory emotions?	Hatred for the British - hatred for the Burmese - Confusion

IDENTIFYING THE MAIN IDEA

ntly.

tify the main idea	The last two sentences
sen honored?	45 years
ry?	Yes
	Eskimos

Evaluation

Determine if the student can:

- State the main idea of a reading exercise in nonfiction
- Select topic sentences, that is, sentences which sum up the general meaning of the passage

IDENTIFYING EFFECTS

aph of Exercise L7 silently.

	Burma
	Hatred
	Insults, jeers, etc.
reate for the reader?	The feeling of being a hated alien

raph of this Exercise silently.

te by his description	Compassion for the Burmese prisoners
t is the total	Hatred for the British - hatred for the Burmese - Confusion

Evaluation

Determine if the student can:

- Select lines which provoke emotional responses
- Categorize these responses according to their intended effects

INTERPRETING READING MATERIAL IN LITERATURE (NONFICTION)

Instructional Rationale

Identifying the details which support the main idea will better enable the reader to follow the author's development of the topic, to retain the information conveyed, and to discern the effects which the author attempts to create.

Instructional Objective

Given a nonfiction reading exerci
significant details which support

INTERPRETING READING MATERIAL IN LITERATURE (NONFICTION)

Instructional Rationale

Since figures of speech add much to a writer's style and depth, an awareness of these devices will aid the reader in catching some of the more subtle and sometimes more potent implications of a selected passage.

Instructional Objective

Given a nonfiction reading exerci
speech which it contains.

TERATURE (NONFICTION)

Instructional Objective

Given a nonfiction reading exercise, the student will be able to identify the significant details which support the main idea.

TERATURE (NONFICTION)

Instructional Objective

n

Given a nonfiction reading exercise, the student will identify any figures of speech which it contains.

Instructional Model

Have the students read Exercise L8 silently.

Ask:

What sort of picture does the author present?	A lively girl on horseback
What is her relationship to her mother?	Friendly
What is her attitude toward people?	Friendly
What clue indicates that she liked people?	She spoke to almost everyone.
Does the author try to make this sound like an obituary?	No

Instructional Model

Review lesson on figures of speech. (See Exercise L1.)

Have the students read Exercise L9 silently.

Ask:

Is there a figure of speech in the title?	*Cruel Crowding* is alliterative.
Why are words like *gutter* and *slop-pail* effective?	They are images.

Point out that the sentence beginning with the words *Parkinson's law* has almost a rhythm provided by the balancing of structures and ideas. Note passages beginning with *So*, etc.

IDENTIFYING DETAILS

Evaluation

Determine if the student can cite significant details and relate them to the main idea

ly.

sent?	A lively girl on horseback
	Friendly
	Friendly
e?	She spoke to almost everyone.
ike	No

IDENTIFYING FIGURES OF SPEECH

Evaluation

Determine if the student can identify figures of speech and draw conclusions concerning their effectiveness

Exercise L1.)

ly.

?	*Cruel Crowding* is alliterative.
ffective?	They are images.

the words *Parkinson's law* has almost a rhythm
ideas. Note passages beginning with *So*, etc.

INTERPRETING READING MATERIAL IN LITERATURE (NONFICTION)

Instructional Rationale

Being able to identify the sequence of details can aid the reader in comprehending and evaluating the basic statements being made and substantiated.

In addition, noting the sequence of details is often essential to a coherent interpretation of the exercise.

Instructional Objective

Given a nonfiction reading exercise, t
details and make generalizations concer

INTERPRETING READING MATERIAL IN LITERATURE (NONFICTION)

Instructional Rationale

Identifying the author's role enables the reader to judge the importance of a given selection and the validity of the statements made.

Instructional Objective

Given a reading exercise in nonfiction,
author and make a judgment about the im

(NONFICTION)

Instructional Objective

Given a nonfiction reading exercise, the student will list the sequence of important details and make generalizations concerning their relationship to the main idea.

(NONFICTION)

Instructional Objective

Given a reading exercise in nonfiction, the student will identify the role of the author and make a judgment about the importance and validity of his statements.

Instructional Model

Have the students read Exercise L10 silently.

Ask the students to reconstruct as much of the chronology of DuBois' life as possible from the clues given in the first paragraph.	Born: 1868 Began schooling: 1874 Went to Europe: 1892
Ask the students to determine from the clue words *succession* and *first* where DuBois had decided to accept a position.	Wilberforce University

Instructional Model

Have the students read Exercise L11 silently.

Ask:

Who is Walter Lippmann?	A Washington correspondent
What are his qualifications for writing on this topic?	Familiarity with American politics gained over a long period of time
What problems does he outline?	The changing position of America and those evaluating the news
How was the newspaper business developed?	By trial and error

IDENTIFYING SEQUENCE OF DETAILS

Evaluation

ntly.		Determine if the student can follow the author's main idea as developed through the sequencing of details
f the chronology of iven in the first	Born: 1868 Began schooling: 1874 Went to Europe: 1892	
ue words *succession* ept a position.	Wilberforce University	

IDENTIFYING AUTHOR'S ROLE

Evaluation

tly.		Determine if the student can relate the role of an author to his qualifications to write on a certain topic, and, based on this relationship, make judgments concerning the validity of his statements
	A Washington correspondent	
on this topic?	Familiarity with American politics gained over a long period of time	
	The changing position of America and those evaluating the news	
d?	By trial and error	

INTERPRETING READING MATERIAL IN LITERATURE (NONFICTION)

Instructional Rationale

Recognizing the author's tone aids the reader in interpreting the material and contributes to the reader's awareness of the intended effect.

Instructional Objective

Given a reading exercise in nonficti
in the development of tone and descr

Instructor's note of materials to supplement the development of the skill of ______________

For pretesting

For reinforcing instruction

For individualizing instruction and/or for home study

For posttesting

For students with marginal reading

For students who are advanced reade

For students who speak English as a

For students who are members of a s

RE (NONFICTION)

Instructional Objective

Given a reading exercise in nonfiction the student will select the words which aid in the development of tone and describe the intended tone with some accuracy.

nt the development of the skill of ______________________________

For students with marginal reading ability

For students who are advanced readers

For students who speak English as a second language

For students who are members of a specific minority group

Instructional Model

Have the students read Exercise L12 silently.

Discuss the title of the passage.

Ask:

What does *eminent* mean?	Outstanding

Discuss the topic sentence.

Ask:

To whom is credit given for solving the hospital supply problem?	Florence Nightingale
How much credit?	Total
What phrase is repeated to achieve this effect?	*She alone*
What device does the author use to keep his account rather formal?	He calls his subject *Miss Nightingale*.
Whose words are quoted?	The purveyor's
What effect is achieved by calling a man who is essentially a supply clerk a *purveyor*?	Gives the man and the position more prestige
What is the tone of this passage?	Laudatory

nding

ce Nightingale

one

ls his subject *Miss Nightingale.*

rveyor's

the man and the position more prestige

ory

Evaluation

Determine if the student can:

- Identify the words of a reading exercise in nonfiction which establish tone
- Identify the tone of a reading exercise in nonfiction

INTERPRETING READING MATERIAL IN LITERATURE (NONFICTION)

Instructional Rationale

Identifying the author's bias enables the reader to assess the point of view of a specific passage and to comprehend its total rationale.

Instructional Objective

Given a specific passage, the student attitude toward the material under di

Instructor's note of materials to supplement the development of the skill of ________________

For pretesting

For students with marginal reading ab

For reinforcing instruction

For students who are advanced readers

For individualizing instruction and/or for home study

For students who speak English as a s

For posttesting

For students who are members of a sp

URE (NONFICTION)

Instructional Objective

Given a specific passage, the student will be able to determine the author's attitude toward the material under discussion.

ement the development of the skill of ______________________________

For students with marginal reading ability

For students who are advanced readers

For students who speak English as a second language

For students who are members of a specific minority group

Instructional Model

Have the students read Exercise L13 silently.

Ask:

Does Faulkner show his awareness of contemporary world conditions?	Yes
Cite the sentence.	*There is only the question - when will I be blown up?*
What is the only conflict he feels is worth writing about?	The human heart in conflict with itself
What does he imply in this statement?	That man has a heart or conscience
Which emotion does he feel is valid - love or lust?	Love
Is his philosophy "eat drink and be merry - for tomorrow we will die?"	No
Which virtue does he hope to encourage?	Courage
How does he describe the role of poet or writer?	The prop of society - the reminder - the conscience
What other point of view on this subject might have Faulkner taken?	That there is no hope That society is doomed That momentary self-satisfaction is worthwhile (Answers will vary.)

ntly.

Yes

There is only the question - when will I be blown up?

The human heart in conflict with itself

That man has a heart or conscience

Love

No

? Courage

The prop of society - the reminder - the conscience

That there is no hope
That society is doomed
That momentary self-satisfaction is
  worthwhile (Answers will vary.)

Evaluation

Determine if the student can:

- Make a general evaluation of an author's bias
- Point out the specific substantiating details

INTERPRETING LITERATURE - FICTION

The lesson entitled... be on pa

Identifying theme .11
Identifying setting .11
Inferring characterization .12
Identifying conflict .12
Identifying point of view .12

L14	L15	L16	L17	L18
1. (3)	1. (4)	1. (3)	1. (3)	1. (3)
2. (4)	2. (1)	2. (1)	2. (2)	2. (1)
3. (2)	3. (3)	3. (2)	3. (3)	3. (2)
4. (3)	4. (4)	4. (2)	4. (2)	4. (2)
5. (2)	5. (4)		5. (4)	
	6. (1)		6. (4)	
	7. (1)			

	begins on page....	*and is based upon reading exercise....*	*beginning on page....*
. . . .	.116	L14	251
. . . .	.118	L15	252
. . . .	.120	L16	253
. . . .	.122	L17	254
. . . .	.124	L18	255

CORRECT RESPONSES TO ASSESSMENT OF COMPREHENSION

	L18
3)	1. (3)
2)	2. (1)
3)	3. (2)
2)	4. (2)
4)	
4)	

Instructor's note of materials to supplement the development of the skill of ____________

For students with marginal reading ability

For students who are advanced readers

For students who speak English as a second language

For students who are members of a specific minority group

ment the development of the skill of ______________________________

ility

For pretesting

For reinforcing instruction

econd language

For individualizing instruction
and/or for home study

cific minority group

For posttesting

INTERPRETING READING MATERIAL IN LITERATURE (FICTION)

Instructional Rationale

The theme of a fictional work is the central issue or emotion that is developed. Identifying the theme will help the reader to unify the details of the work and to bring a coherence to the writer's intent.

Instructional Objective

Given a selection from
predominant theme.

Instructor's note of materials to supplement the development of the skill of ____________

For pretesting

For reinforcing instruction

For individualizing instruction and/or for home study

For posttesting

For students with marginal read

For students who are advanced

For students who speak English

For students who are members o

LITERATURE (FICTION)

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Instructional Objective

Given a selection from fictional literature, the reader will determine the predominant theme.

supplement the development of the skill of ________________________________

For students with marginal reading ability

For students who are advanced readers

n

For students who speak English as a second language

For students who are members of a specific minority group

Instructional Model

Have the students read Exercise L14 silently.

Discuss the setting for the story.	Battlefield at the end of the battle
Discuss the action taking place.	The soldiers are about to execute the trumpeter of the defeated army.
Ask:	
What is the trumpeter's argument in pleading for his life?	That he did not kill a single person. All he did was to blow his trumpet.
Did the soldiers consider him guiltless? Why?	No, they said that it was his braying instrument that incited the others to kill.
With whom do you agree? Why?	
What is the purpose of including the moral?	To sum up the principle illustrated
In what other instances can actions be stimulated by others who may not be participating in such actions?	

*Instructor's note of materials to supplement the development of the skill of*____________________

For students with marginal reading ability

For students who are advanced readers

For students who speak English as a second language

For students who are members of a specific minority group

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f the battle

he soldiers are about to execute
he trumpeter of the defeated army.

hat he did not kill a single person.
ll he did was to blow his trumpet.

o, they said that it was his braying
nstrument that incited the others to kill.

o sum up the principle illustrated

Evaluation

Determine if the student can:

- Identify themes
- Relate the moral or theme made by an author to larger problem

the development of the skill of ______________________________

language

minority group

For pretesting

For reinforcing instruction

For individualizing instruction and/or for home study

For posttesting

INTERPRETING READING MATERIAL IN LITERATURE (FICTION)

Instructional Rationale

Identifying the time, place, background, and other significant details of the setting will aid the reader in establishing the frame of reference so essential to an accurate assessment of the author's meaning.

Instructional Objectives

Given a selection from fictional literature,
the details which lend themselves to basic un

Given a selection from fictional literature,
as described by the author and relate the imp
intent.

Instructor's note of materials to supplement the development of the skill of ______________________

For pretesting

For students with marginal reading ability

For reinforcing instruction

For students who are advanced readers

ATURE (FICTION)

Instructional Objectives

Given a selection from fictional literature, the student will be able to evaluate the details which lend themselves to basic understanding.

Given a selection from fictional literature, the student will identify the setting as described by the author and relate the importance of the setting to the author's intent.

ement the development of the skill of ________________________________

For students with marginal reading ability

For students who are advanced readers

Instructional Model

Have the students read Exercise L15 silently.

List the conveniences and luxuries in the house.	Golden oak bookcase Golden oak desk Shield shaped mirror Tin tub Gaslights Bathroom
To what is life in Brooklyn contrasted?	Life on the Vermont farm
Why was Sidney a worry to his parents?	Evidently slow and not accepted at school
What words describe the school?	*Slick bustle*
In the midst of all this, how does Sidney seem?	Out-of-place

For students who speak English as a second language

For students who are members of a specific minority group

ık bookcase
ık desk
ıaped mirror

he Vermont farm

slow and not accepted at school

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Evaluation

Determine if the student can:

- Identify the significant details of the setting
- Relate the setting to the author's intent

For individualizing instruction and/or for home study

For posttesting

-254

INTERPRETING READING MATERIAL IN LITERATURE (FICTION)

Instructional Rationale

Since interpretation of character is often the key to the complete comprehension of a work of fiction, the reader needs to regard the thoughts, speeches, and actions of personalities as vital clues to characterization.

Instructional Objective

Given a selection from fictional literature, the judgments of the characters presented from their or from the author's implications.

Instructor's note of materials to supplement the development of the skill of ______________________

For pretesting

For reinforcing instruction

For individualizing instruction and/or for home study

For posttesting

For students with marginal reading ability

For students who are advanced readers

For students who speak English as a second languag

For students who are members of a specific minorit

ATURE (FICTION)

Instructional Objective

Given a selection from fictional literature, the student will be able to make judgments of the characters presented from their own thoughts, statements, actions, or from the author's implications.

lement the development of the skill of ________________________________

For students with marginal reading ability

For students who are advanced readers

For students who speak English as a second language

For students who are members of a specific minority group

Discuss the fact that fiction, being narrative, depends upon reader interpretation of action, thoughts, dialog, and author implication.

Since the characters are often personifications of problems or attitudes, stress the fact that it is necessary to have a complete understanding of these fictional personalities.

Compare the means by which we make judgments of real people to the ways by which we judge fictional characters, i.e., by action, lack of action, by speech, by thoughts, etc.

Have the students read Exercise L16 silently.

Ask:

What three characters are introduced in this Exercise?	The narrator: Mr. Lockwood Mr. Heathcliff Joseph
What element of character do Lockwood and Heathcliff have in common?	A desire for seclusion
How does the author develop these characterizations?	The speech and the mannerisms of Heathcliff are obvious clues to his character. Lockwood's interpretation of Heathcliff's speech and mannerisms and his satisfaction in finding this neighbor to be annoyed at having to socialize implies that he (Lockwood), while being outwardly of a sociable nature, also wishes to be left alone.

Have the students identify the clues used by the author in developing each characterization—including Joseph.

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plication.

ications of problems or attitudes, stress the
plete understanding of these fictional personalities.

ments of real people to the ways by which we
tion, lack of action, by speech, by thoughts, etc.

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e narrator: Mr. Lockwood
. Heathcliff
seph

desire for seclusion

e speech and the mannerisms of Heathcliff
e obvious clues to his character. Lockwood's
terpretation of Heathcliff's speech and
nnerisms and his satisfaction in finding
is neighbor to be annoyed at having to
cialize implies that he (Lockwood), while
ing outwardly of a sociable nature, also
shes to be left alone.

ed by the author in developing each

Evaluation

Determine if the student can make judgments concerning the characters from dialog, action thoughts, and other clues provided by the author

INTERPRETING READING MATERIAL IN LITERATURE (FICTION)

Instructional Rationale

Fictional writing moves toward the resolution of a conflict. Identifying this conflict early in the reading is essential to following the action.

Instructional Objective

Given a selection from fictional
the conflict which the action mus

Instructor's note of materials to supplement the development of the skill of ________

For pretesting

For reinforcing instruction

For students with marginal readin

For students who are advanced rea

IN LITERATURE (FICTION)

Instructional Objective

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to

Given a selection from fictional literature, the reader will be able to identify the conflict which the action must move toward resolving.

to supplement the development of the skill of ______________________

For students with marginal reading ability

For students who are advanced readers

Instructional Model

Discuss the variety of conflicts with which a character may become involved.

Man vs. man
Man vs. society
Man vs. nature
Man vs. supernatural
Man vs. himself

Have the students read Exercise L17 silently.

Ask:

How much money did the girl have?	$1.87
What time of year was it?	Christmas
What action did Della take?	She cried.
Why did she need money?	To buy Jim a present
What is the conflict?	This is the individual vs. circumstances.
What is she facing?	Poverty

For students who speak English as a second language

For students who are members of a specific minority group

which a character may become involved.

lently.

$1.87

Christmas

She cried.

To buy Jim a present

This is the individual vs. circumstances.

Poverty

econd language

cific minority group

Evaluation

Determine if the student can identify the conflict which must be resolved

For individualizing instruction and/or for home study

For posttesting

INTERPRETING READING MATERIAL IN LITERATURE (FICTION)

Instructional Rationale

Understanding the point of view is basic to comprehending the nature of a specific work; therefore, identifying and describing the position and function of the narrator is of primary concern.

Instructional Objective

Given a selection from fictional literature the narrator's position and role.

Instructor's note of materials to supplement the development of the skill of ______________

For pretesting

For students with marginal reading ability

For reinforcing instruction

For students who are advanced readers

For individualizing instruction and/or for home study

For students who speak English as a second

For posttesting

For students who are members of a specific

TERATURE (FICTION)

Instructional Objective

Given a selection from fictional literature, the student will identify and describe the narrator's position and role.

pplement the development of the skill of ____________________________________

For students with marginal reading ability

For students who are advanced readers

For students who speak English as a second language

For students who are members of a specific minority group

Instructional Model

Show the class examples of the three points of view used in narrative writing.

Examples:

First person participant:

I was the first man to volunteer.

First person observer:

I watched as Harry Armstrong volunteered.

Third person omniscient:

Harry Armstrong hoped to prove the case against yellow fever.

Explain that the second person "you" is never used in narrative writing.

Stress the fact that the reader must determine the role of the narrator in order to judge the point of view being presented.

Have the students read Exercise L18 silently.

Who is the narrator?	Montresor
Identify the man.	A murderer
Who is his victim?	Fortunato
How is he killing the man?	Walling him in
Why does the author use the first person participant point of view?	To increase the horror To bring the reader nearer to the crime

Evaluation

ts of view used in narrative writing.

Determine if the student can
identify and describe the
narrator's position and role

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ase against yellow fever.

ever used in narrative writing.

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the reader nearer to the crime

INTERPRETING LITERATURE - DRAMA

The lesson entitled.... *begi on pag*

Identifying the forms and plot structures of drama. 127

Identifying expository details. 128

Inferring characterization through dialog 130

Interpreting dialog as a means of presenting conflict 132

Inferring mood from monolog or soliloquy. 134

Identifying climax decision. 136

L21	L22	L23	L24	L25
1. (1)	1. (3)	1. (1)	1. (3)	1. (1)
2. (2)	2. (1)	2. (2)	2. (2)	2. (3)
3. (3)	3. (3)	3. (3)	3. (2)	3. (2)
4. (2)	4. (3)		4. (3)	4. (3)
5. (3)	5. (1)		5. (3)	5. (2)
6. (3)	6. (1)			6. (2)
7. (2)				7. (3)
8. (3)				
9. (2)				

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	begins on page....	*and is based upon reading exercise....*	*beginning on page*
structures of drama	127	L19.	256
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	128	L21.	258
ough dialog	130	L22.	261
of presenting conflict	132	L23.	263
soliloquy.	134	L24.	264
	136	L25.	265

CORRECT RESPONSES TO ASSESSMENT OF COMPREHENSION

L24	L25
1. (3)	1. (1)
2. (2)	2. (3)
3. (2)	3. (2)
4. (3)	4. (3)
5. (3)	5. (2)
	6. (2)
	7. (3)

The student planning to take the test of General Educational Development should be able to:

- Use the terminology of drama correctly
- Identify commonly developed plot structures
- Identify the common dramatic forms

Exercise L19, the Vocabulary of Drama, should be distributed to the students, reviewed by the instructor with the students, and retained for future reference. Being familiar with the terminology of drama will encourage classroom discussion and thus reinforce and extend the meanings of words often confronted in this section of the GED test.

Exercise L20, Plot Structure, should also be distributed to the students, reviewed by the instructor with the students, and retained for future reference. An effort should be made on the part of the instructor to use contemporary works to illustrate those basic elements of drama which have existed in the past and still exist today. Perhaps the students would benefit from the experience of taking a classical work of drama and attempting to place it in a contemporary setting.

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For pretesting

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IDENTIFYING THE FORMS AND PLOT STRUCTURES OF DRAMA

Instructor's note of materials to supplement the development of the skill of ______________________________________

For pretesting

For reinforcing instruction

For individualizing instruction and/or for home study

For posttesting

For students with marginal reading ability

For students who are advanced readers

For students who speak English as a second language

For students who are members of a specific minority group

INTERPRETING READING MATERIAL IN LITERATURE (DRAMA)

Instructional Rationale

Identifying expository or explanatory details will aid the reader in determining the problem the playwright wishes to present and will contribute to the reader's awareness of the time, place, and frame of reference.

Instructional Objective

Given an expository passage from a play, the
time, place, problem, and other significant

Instructor's note of materials to supplement the development of the skill of ______________________

For pretesting

For students with marginal reading ability

For reinforcing instruction

For students who are advanced readers

For individualizing instruction and/or for home study

For students who speak English as a second

For posttesting

For students who are members of a specific

Instructional Objective

Given an expository passage from a play, the student will be able to identify the time, place, problem, and other significant circumstantial details of the story.

pplement the development of the skill of ____

For students with marginal reading ability

For students who are advanced readers

For students who speak English as a second language

For students who are members of a specific minority group

Instructional Model

Ev

Begin with a review of the contents of the expository section of a play. Stress its relationship to the total problem.

Have the students read Exercise L21 and then ask:

What section of a play is expository?	The first part of Act I
What other sections may aid the exposition?	List of characters Description of setting
What facts are included as expositions?	Who? The Younger family What? Inadequate housing When? Now Where? Chicago Southside Why? Color-segregation
Ask the students to list the problems frustrating the Younger family.	Housing Money Opportunity Education
Does their surname convey any idea?	Most of the characters represent the opinions of the so-called younger generation.
How does each character personify a particular social problem?	Mother - housing Daughter-in-law - family Son - opportunity Daughter - identity Child - education
Ask the students to list the conflicts within the family.	Mother vs. son over family responsibility Mother vs. daughter over beliefs Mother vs. daughter-in-law over attitudes

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dequate housing

icago Southside
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younger generation.

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n-law - family
rtunity
identity
ucation

son over family responsibility
daughter over beliefs
daughter-in-law over attitudes

Evaluation

Determine if the student can:

- Identify the details which explain the conflict of the story
- Relate these details to the total problem under analysis
- Comprehend the relationship of time, place, people, and events

INTERPRETING READING MATERIAL IN LITERATURE (DRAMA)

Instructional Rationale

Since drama is completely dependent upon dialog and action, interpretation of both is necessary for complete comprehension of the problems personified by the various characters.

This characterization is revealed not only by what individuals say and how they say it, but also by the manner in which they address each other.

Instructional Objective

Given a passage from a play, the stu
dialog the types of personality tr

Instructor's note of materials to supplement the development of the skill of ____

For pretesting

For reinforcing instruction

For individualizing instruction and/or for home study

For posttesting

For students with marginal reading abil

For students who are advanced readers

For students who speak English as a sec

For students who are members of a speci

N LITERATURE (DRAMA)

Instructional Objective

Given a passage from a play, the student will be able to infer from the character's dialog the types of personality traits he or she possesses.

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to supplement the development of the skill of ______________________________

For students with marginal reading ability

For students who are advanced readers

tion

For students who speak English as a second language

For students who are members of a specific minority group

Instructional Model

Discuss the judgments we can make from listening to an individual's speech.

List the various clues to personality and background obtainable from listening to dialog.

Nationality
Section
Education
Speech problems
Confidence
Lack of confidence
Social position

Have students read Exercise L22 silently.

Assign roles.

Allow students to read their parts through without interruption--then elicit responses to questions like those below:

Would the Youngers have a distinct southern accent? Why or why not?	No They've lived in Chicago for some time.
Why would the daughter-in-law speak slowly?	She is tired.
Why does Walter lack confidence?	He doesn't have the kind of job he would like.
Why is Walter's sister more verbal?	She is better educated.
What kind of person is Ruth?	Long-suffering, tired, pretty, frustrated, devoted, motherly
What kind of person is Walter?	Frustrated, proud, weak, hopeful at times, dreaming
What sort of child is their son?	Sweet, unaware, naive, protected

Ask students to reread the same portion, this time attempting through their expression to portray their assumed character.

INFERRING CHARACTERIZATION THROUGH DIALOG

m listening to an individual's speech.

and background obtainable from listening to dialog.

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rough without interruption--then elicit responses to

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hey've lived in Chicago for some time.

he is tired.

e doesn't have the kind of job he would like.

he is better educated.

ong-suffering, tired, pretty, frustrated, devoted,
otherly

rustrated, proud, weak, hopeful at times, dreaming

weet, unaware, naive, protected

on, this time attempting through their expression to

Evaluation

Determine if the student can:

- List the characteristics assigned to various personalities
- Determine the problems these people personify
- Make judgments as to how these particular people will deal with their particular situations
- Comprehend the relationship between what people say and what they are

INTERPRETING READING MATERIAL IN LITERATURE (DRAMA)

Instructional Rationale

Being able to detect opposing points of view in drama is essential in that the entire purpose of the dialog and the actions is to develop and resolve conflict.

Without a sense of what the conflict is, the reader may feel that the play lacks coherence and may, therefore, fail to comprehend the author's basic intent.

Instructional Objective

Given a dramatic passage,the student will dete
identify the characters which support divergen
their arguments and actions to their points of

Instructor's note of materials to supplement the development of the skill of ____________________

For pretesting

For students with marginal reading ability

For reinforcing instruction

For students who are advanced readers

Instructional Objective

Given a dramatic passage, the student will detect the conflict or conflicts presented, identify the characters which support divergent positions, and be able to relate their arguments and actions to their points of view.

upplement the development of the skill of ____

For students with marginal reading ability

For students who are advanced readers

Instructional Model

Assign roles so that students may read Exercise L23 aloud.

Ask:

What causes the mother to slap Beneatha's face?	Beneatha's atheistic statements--heresy
What are the other unspoken conflicts between them?	The old versus the young The uneducated versus the educated The parent versus the child
Upon what does the mother's rule of the family rest?	Her faith--her authority

For students who speak English as a second language

For students who are members of a specific minority group

INTERPRETING DIALOG AS A MEANS OF PRESENTING CONFLICT

Evaluation

read Exercise L23 aloud.

Beneatha's atheistic statements--heresy

The old versus the young
The uneducated versus the educated
The parent versus the child

Her faith--her authority

Determine if the student can:

- Identify the conflict
- Associate characters and divergent points of view
- Relate actions and arguments to divergent points of view
- Anticipate resolutions and compromises

second language

For individualizing instruction and/or for home study

pecific minority group

For posttesting

INTERPRETING READING MATERIAL IN LITERATURE (DRAMA)

Instructional Rationale

Since the dramatic soliloquy is a device used by the playwright to reveal a character's innermost feelings, the reader must be able to recognize and analyze such selections for comprehension of mood and content.

Identifying the mood presented by a monolog or soliloquy will aid the reader in his awareness of the overall effect the play attempts to achieve.

Instructional Objective

Given a particular monolog, a student will be able
and his general attitude toward the situation being

Instructor's note of material to supplement the development of the skill of ______________________

For pretesting

For students with marginal reading ability

For reinforcing instruction

For students who are advanced readers

For individualizing instruction and/or for home study

For students who speak English as a second language

For posttesting

For students who are members of a specific minority

ITERATURE (DRAMA)

Instructional Objective

Given a particular monolog, a student will be able to infer the speaker's mood and his general attitude toward the situation being presented.

1

upplement the development of the skill of ______________________________

For students with marginal reading ability

For students who are advanced readers

For students who speak English as a second language

For students who are members of a specific minority group

Instructional Model

Redefine *monolog* and *soliloquy* and discuss the dramatic purposes of each. Remind the students that this kind of speech is like a person sharing his thoughts--a sort of confessional.

Ask a student who reads well to do the *Tomorrow* soliloquy from Macbeth, Exercise L24.

Ask:

What mood is evoked by Macbeth's speech?	Despair Frustration
What meaning does life have for him?	None
How does he make you feel life is unreal?	By comparing it to a play
How does he make you feel life is madness?	*Tale told by an idiot*
Why is *dusty* an appropriate modifier for death?	*Ashes to ashes-dust to dust* from funeral service
The repetition of o's in the first line adds to the feeling of gloom. Why?	o is a low mournful sound.
What is this device called?	Assonance

nd discuss the dramatic purposes of each. Remind the
is like a person sharing his thoughts--a sort of

the *Tomorrow* soliloquy from Macbeth, Exercise L24.

espair
rustration

one

comparing it to a play

le told by an idiot

hes to ashes-dust to dust from funeral service

is a low mournful sound.

ssonance

Evaluation

Determine if the student can:

- Select the passages which are monologs or soliloquys
- Interpret the mood of a speaker from his soliloquy
- Select lines to substantiate judgments

INTERPRETING READING MATERIAL IN LITERATURE (DRAMA)

Instructional Rationale

Since all drama moves toward a climax decision, the reader should be aware of that moment and be able to interpret its implications. Without this ability to interpret, much of the understanding of the play is lost.

Instructional Objective

Given a passage from a play, the st
and see which course of events wil

Instructor's note of materials to supplement the development of the skill of ____________

For pretesting

For students with marginal reading

For reinforcing instruction

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ERIAL IN LITERATURE (DRAMA)

Instructional Objective

Given a passage from a play, the student is able to identify the climax decision and see which course of events will follow.

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the play

erials to supplement the development of the skill of ______________________________

For students with marginal reading ability

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For students who are advanced readers

Instructional Model

Allow pupils to read the climax scene from Exercise L25.

Elicit comments concerning the situation by asking:

Which character does the talking for the family?	Walter
What new role in the family is indicated?	Head of the house
Why does Mr. Lindner offer to purchase their new house?	To keep blacks out of the neighborhood
Does Mr. Lindner feel the Youngers should understand his position?	Yes
Does he understand theirs?	No
Why does Mama defer to Walter's judgment?	He is determined, manlike, decisive She sees being passive doesn't help.

For students who speak English as a second language

For students who are members of a specific minority group

om Exercise L25.

by asking:

the house

blacks out of the neighborhood

etermined, manlike, decisive
s being passive doesn't help.

nd language

ic minority group

Evaluation

Determine if the student can:

- Identify climax decisions
- Relate the events that lead up to a climax decision
- Anticipate the course of events that follow a climax decision

For individualizing instruction and/or for home study

For posttesting

INTERPRETING LITERATURE - POETRY

The
lesson
entitled....

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Identifying poetic forms (Introductory Background Material). 140

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Identifying grammatical devices used in a special manner 170

L26	L27	L28	L29	L30	L31	L32	L33	L34	L35
1. (2)	1. (4)	1. (2)	1. (1)	1. (1)	1. (4)	1. (2)	1. (1)	1. (4)	1. (
2. (4)	2. (3)	2. (3)	2. (3)	2. (2)	2. (2)	2. (4)	2. (2)	2. (1)	2. (
3. (2)	3. (2)	3. (3)	3. (3)	3. (3)	3. (1)	3. (2)	3. (3)	3. (2)	3. (
4. (3)	4. (2)	4. (4)	4. (4)	4. (3)	4. (3)	4. (4)	4. (3)	4. (2)	4. (
5. (2)	5. (1)	5. (3)	5. (2)		5. (4)	5. (4)	5. (4)	5. (1)	5. (
6. (3)	6. (3)				6. (1)	6. (3)	6. (2)	6. (3)	
	7. (1)					7. (4)	7. (3)		
							8. (4)		

POETRY

	begins on page....	*and is based upon reading exercise....*	*beginning on page....*
(Introductory Background Material)	140		
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the Sonnet)	146	L27	268
ning.	148	L28	269
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ion	152	L30	271
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ise in argumentative poetry	158	L34	276
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evices used in a special manner	170	L39	281

CORRECT RESPONSES TO ASSESSMENT OF COMPREHENSION

L29	L30	L31	L32	L33	L34	L35	L36	L37	L38	L39
1. (1)	1. (1)	1. (4)	1. (2)	1. (1)	1. (4)	1. (3)	1. (4)	1. (4)	1. (2)	1. (1)
2. (3)	2. (2)	2. (2)	2. (4)	2. (2)	2. (1)	2. (1)	2. (3)	2. (2)	2. (2)	2. (3)
3. (3)	3. (3)	3. (1)	3. (2)	3. (3)	3. (2)	3. (1)	3. (3)	3. (4)	3. (4)	3. (3)
4. (4)	4. (3)	4. (3)	4. (4)	4. (3)	4. (2)	4. (3)	4. (3)	4. (3)	4. (2)	4. (4)
5. (2)		5. (4)	5. (4)	5. (4)	5. (1)	5. (3)	5. (1)	5. (2)	5. (1)	5. (2)
		6. (1)	6. (3)	6. (2)	6. (3)		6. (2)		6. (2)	
			7. (4)	7. (3)			7. (3)			
				8. (4)			8. (4)			
							9. (4)			

Instructor's note of materials to supplement the development of the skill of ______________________

For students with marginal reading ability

For students who are advanced readers

For students who speak English as a second language

For students who are members of a specific minority group

ent the development of the skill of ______________________________

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For pretesting

For reinforcing instruction

cond language

For individualizing instruction
and/or for home study

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For posttesting

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INTERPRETING READING MATERIAL IN LITERATURE (POETRY)

Instructional Rationale

Identifying the characteristic elements of a variety of poetic forms will aid the reader in anticipating both the mood and the content of the selection.

Instructional Objective

Given a variety of specific poems, category of poetic form and will c the work possesses.

Instructor's note of materials to supplement the development of the skill of ____________

For pretesting

For reinforcing instruction

For individualizing instruction and/or for home study

For posttesting

For students with marginal reading

For students who are advanced reade

For students who speak English as a

For students who are members of a s

N LITERATURE (POETRY)

Instructional Objective

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Given a variety of specific poems, the student will assign each work to a specific category of poetic form and will cite the characteristics of that category which the work possesses.

to supplement the development of the skill of ______________________________

For students with marginal reading ability

For students who are advanced readers

ion

For students who speak English as a second language

For students who are members of a specific minority group

Instructional Model

Introduce material by defining the basic types of poetry. Although poems may vary in length, form, language, metrical devices, and so forth, they are traditionally divided into three general categories: dramatic, narrative, and lyric.

- *Dramatic poetry* contains all of the elements of a play, i.e., character, plot, and dialog.

  Verse plays are designed for presentation in the theater but may still be read as literature.
  Anderson - *Elizabeth the Queen*
  Shakespeare - *Macbeth*

  Dramatic monolog is the speech of one person or character who tells a dramatic story.
  Browning - *My Last Duchess* (See Exercise L30)
  Lowell - *Patterns*

- *Narrative poetry* tells a story.

  Ballads are narratives based on folk stories or legends. Modern poets, writing ballads, utilize traditional characteristics and devices.
  Keats - *La Belle Dame Sans Merci*
  Coleridge - *The Rime of the Ancient Mariner*
  Anon. - *Casey Jones*
  Anon. - *Jesse James*
  Anon. - *Casey at the Bat*

  Epics tell of the exploits of a great hero, a man who becomes a symbol for a great people or a great nation.
  Homer - *Iliad*
  Vergil - *Aeneid*
  Longfellow - *Hiawatha*

  Romances tell stories of the ideals of romantic love, chivalry, etc.
  Scott - *Lady of the Lake*
  Tennyson - *Idylls of the King*

- *Lyric poetry* is marked by its brevity, its musical quality, and its intensity of mood. Althoug most poetry has these qualities, this category includes such specific forms as the sonnet, the ode, the elegy, the hymn, the epigram, the song, etc.

  Sonnets are the best known of the lyric forms and appear in several structures. The Shakespearian sonnet consists of 14 lines in iambic pentameter arranged in three quatrains or stanzas of four lines followed by a couplet. The rhyme scheme is: abab cdcd efef gg.
  Shakespeare - *Sonnets*
  Browning, E. B. - *How Do I Love Thee?*

ie basic types of poetry. Although poems may vary in length,
, and so forth, they are traditionally divided into three
arrative, and lyric.

f the elements of a play, i.e., character, plot, and dialog.

presentation in the theater but may still be read as literature.
ueen

eech of one person or character who tells a dramatic story.
(See Exercise L30)

on folk stories or legends. Modern poets, writing ballads,
ristics and devices.
Merci
e Ancient Mariner

f a great hero, a man who becomes a symbol for a great people or

ideals of romantic love, chivalry, etc.

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brevity, its musical quality, and its intensity of mood. Although
es, this category includes such specific forms as the sonnet, the
epigram, the song, etc.

f the lyric forms and appear in several structures. The Shakes-
4 lines in iambic pentameter arranged in three quatrains or
ed by a couplet. The rhyme scheme is: abab cdcd efef gg.

Love Thee?

Evaluation

Determine if the student can:

- Assign specific poems to specific categories
- List characteristics of specific poems as related to specific categories
- Explain the poem's meaning in relation to its structure

INTERPRETING READING MATERIAL IN LITERATURE (POETRY)

Instructor's note of materials to supplement the development of the skill of ___________

For pretesting

For students with marginal read

For reinforcing instruction

For students who are advanced r

For individualizing instruction and/or for home study

For students who speak English

For posttesting

For students who are members of

ERIAL IN LITERATURE (POETRY)

erials to supplement the development of the skill of ______________________________

For students with marginal reading ability

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For students who are advanced readers

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For students who speak English as a second language

For students who are members of a specific minority group

Instructional Model

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Odes celebrate a great event or pay tribute to a personality.
Poe - *To Helen*
Shelley - *To a West Wind*
Tate - *Ode to the Confederate Dead*

Songs are short simple expressions of emotion.
Browning - *Pippa Passes*
Rossetti - *Who Has Seen the Wind?*

Elegies are laments for the dead.
Gray - *Elegy Written in a Country Churchyard*

Distribute mimeographed copies of definitions and discuss them.

Have the students read as many of the poems as possible.

For additional practice in recognizing poetic forms, use such paperback anthologies as:

Poetry of Relevance, ed. by Homer Hogan.
Contemporary American Poetry, ed. by H. Lincoln Foster.

Instructor's note of materials to supplement the development of the skill of ______________________

For students with marginal reading ability

For students who are advanced readers

For students who speak English as a second language

For students who are members of a specific minority group

Evaluation

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c forms, use such paperback anthologies as:

ncoln Foster.

e development of the skill of ________________________________

For pretesting

For reinforcing instruction

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For individualizing instruction and/or for home study

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For posttesting

INTERPRETING READING MATERIAL IN LITERATURE (POETRY)

Instructional Rationale

Identifying the characteristics of the ballad form will enable the reader to anticipate the mood, development, and intent of the selection. Recognition of the form will aid the interpretative process since there is a relationship between the structure and the intended meaning of the work.

Instructional Objective

Given a specific ballad, the student will reco
structure to the point of view and the subject

Instructor's note of materials to supplement the development of the skill of ____________________

For pretesting

For reinforcing instruction

For individualizing instruction and/or for home study

For posttesting

For students with marginal reading ability

For students who are advanced readers

For students who speak English as a second la

For students who are members of a specific m

ATURE (POETRY)

Instructional Objective

Given a specific ballad, the student will recognize the form and relate the structure to the point of view and the subject matter content.

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ning

lement the development of the skill of ______________________________

For students with marginal reading ability

For students who are advanced readers

For students who speak English as a second language

For students who are members of a specific minority group

Instructional Model

Enumerate the characteristics of the ballad on the chalkboard.

1. Tells a story
2. Made to be sung
3. Many times anonymous
4. Passed on by word of mouth
5. Usually composed of four line stanzas
6. Written in simple language
7. Written in direct style

Read several ballads to class.

Use available recordings.

Distribute Exercise L26.

Cite the event on which ballad is based.

Ask:

How many lines are there in each stanza?	4
What type of language is used?	Common, everyday
What did the mother refuse to let the child do?	Go downtown Take part in a freedom march
What did she allow her to do?	Go to church choir practice
What did the mother fear?	Clubs, hoses, dogs, guns, jail, etc.
What killed the child?	An explosion

f the ballad on the chalkboard.

h
line stanzas
e

is based.

ach stanza?	4
?	Common, everyday
let the	Go downtown Take part in a freedom march
	Go to church choir practice
	Clubs, hoses, dogs, guns, jail, etc.
	An explosion

Evaluation

Determine if the student can:

- Identify ballads
- List the characteristics of the ballad
- Anticipate point of view and subject matter content

INTERPRETING READING MATERIAL IN LITERATURE (POETRY)

Instructional Rationale

Identifying the sonnet form and its major characteristics can aid the reader in following the logical progression of the poet's reasoning.

Instructional Objective

Given a specific sonnet, t
characteristics, and follo

Instructor's note of materials to supplement the development of the skill of ______

For pretesting

For reinforcing instruction

For individualizing instruction and/or for home study

For posttesting

For students with marginal

For students who are advan

For students who speak Eng

For students who are memb

L IN LITERATURE (POETRY)

Instructional Objective

orm and
s can aid
the
ne poet's

Given a specific sonnet, the student can identify it as such, list its general characteristics, and follow the line of the poet's reasoning.

ls to supplement the development of the skill of ____

For students with marginal reading ability

on

For students who are advanced readers

uction

For students who speak English as a second language

For students who are members of a specific minority group

Instructional Model

List the characteristics of the traditional sonnet forms on the chalkboard.

1. Contains 14 lines
2. Treats a single idea or emotion
3. The Italian or Petrarchan sonnet is composed of an octave (eight lines) and a sestet (six lines). Its rhyme scheme is *abba abba cdc dcd.*
4. The Shakespearian sonnet contains three quatrains (four lines) and a couplet (two lines) The rhyme scheme is *abab cdcd efef gg*.
5. The rhythm is usually iambic pentameter. (Pentameter means five feet; an iambic foot contains one unstressed and one stressed beat.)

   Example:

   ∪ – ∪ – ∪ – ∪ – ∪ –
   When I/have fears/that I/may cease/to be

Do a class analysis of the Millay sonnet (Exercise L27) to trace the progression of logic.

To whom is the poem addressed?	Cupid
Describe this god.	A marksman with bows and arrows said to encourage love
What is the poet telling Cupid?	That he is harmless - that he is not so great - that she is still free despite his barrage
At what point does her attitude become clear?	Last two lines
Why has she been challenging him?	So that he will punish her and strike her with t arrow she craves

Stress the fact that the last two lines of a sonnet lead to a logical but often unexpected conclusion.

sonnet forms on the chalkboard.

omposed of an octave (eight lines) and a sestet
ba abba cdc dcd.
ee quatrains (four lines) and a couplet (two lines).
gg.
er. (Pentameter means five feet; an iambic foot
essed beat.)

e/$\breve{\text{to}}$ $\bar{\text{be}}$

xercise L27) to trace the progression of logic.

Cupid

A marksman with bows and arrows said to encourage love

That he is harmless - that he is not so great - that she is still free despite his barrage

Last two lines

So that he will punish her and strike her with the arrow she craves

a sonnet lead to a logical but often unexpected

Evaluation

Determine if the student can:

- Identify specific poems as sonnets
- List the general characteristics of specific sonnets
- Follow the development of the idea in a single sonnet

INTERPRETING READING MATERIAL IN LITERATURE (POETRY)

Instructional Rationale

Understanding the literal meaning of a poem is, quite obviously, the first step to assessing a poet's intent. The poet's choice of words and his use of punctuation and grammatical construction provide basic aids to this understanding.

Instructional Objective

Given a poetic passage, the stu
proper sequence, the facts of t

Instructor's note of materials to supplement the development of the skill of ____________

For pretesting

For students with marginal read

For reinforcing instruction

For students who are advanced r

IN LITERATURE (POETRY)

Instructional Objective

meaning
sly, the
poet's
of words
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rovide
anding.

Given a poetic passage, the student will be able to tell, in his own words and in proper sequence, the facts of the passage.

to supplement the development of the skill of ________________

For students with marginal reading ability

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For students who are advanced readers

Instructional Model

Have the students read Exercise L28.

Ask:

To what kind of creature does this poem apparently apply?	The ant
When the ant ran into the moth, did he show emotion?	No
What action might the ant take?	He might turn the case over to one of the hive's enquiry squad.
How is this caring for the dead classified?	*Departmental*

Determine if the students understand the activity denoted by *it* in the last couplet.

For students who speak English as a second language

For students who are members of a specific minority group

Evaluation

Determine if the student can explain the literal meaning of a poem

ant

might turn the case over to one of the hive's enquiry
uad.

artmental

activity denoted by *it* in the last couplet.

nd language

For individualizing instruction and/or for home study

fic minority group

For posttesting

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INTERPRETING READING MATERIAL IN LITERATURE (POETRY)

Instructional Rationale

Identifying time, place, background, and other significant details of the setting will aid the reader in establishing the frame of reference so essential to an accurate assessment of the poet's meaning.

Instructional Objectives

Given a specific poetic select
which lend themselves to basic

Given a poetic passage, the stu
poet and relate its importance

Instructor's note of materials to supplement the development of the skill of ____________

For pretesting

For reinforcing instruction

For students with marginal rea

For students who are advanced

ERIAL IN LITERATURE (POETRY)

Instructional Objectives

ce, background,
details of the
reader in
of reference
curate assessment

Given a specific poetic selection, the student will be able to evaluate the details which lend themselves to basic understanding.

Given a poetic passage, the student will identify the setting as described by the poet and relate its importance to the poet's intent.

erials to supplement the development of the skill of ______________________________

For students with marginal reading ability

uction

For students who are advanced readers

Instructional Model

Have the students read silently Exercise L29.

Ask:

What words are repeated in the first stanza?	*Charter'd* *Mark*
What names indicate the location of the area?	*London* *Thames*
What words are repeated in stanza 3?	*Cry* *Every*
What are mind-forg'd manacles?	Chains made by the mind Chains which imprison the mind
What word in the last two lines implies destruction?	*Blood*
What two scenes are being portrayed?	The city - an outer scene People's problems - an inner scene

For students who speak English as a second language

For students who are members of a specific minority group

rcise L29.

Charter'd
Mark

London
Thames

Cry
Every

Chains made by the mind
Chains which imprison the mind

Blood

The city - an outer scene
People's problems - an inner scene

second language

pecific minority group

Evaluation

Determine if the student can:

- Identify the significant details of the setting
- Relate the setting to the poet's intent

For individualizing instruction and/or for home study

For posttesting

INTERPRETING READING MATERIAL IN LITERATURE (POETRY)

Instructional Rationale

Much of the subtle understanding of a piece of literature depends upon sensing types of personalities developed by the poet--including the *I* often used by the narrator or first-person character.

Instructional Objective

Given a poetic selection, the student w
the personalities which the poet is att

Instructor's note of materials to supplement the development of the skill of ________________

For pretesting

For students with marginal reading abil

For reinforcing instruction

For students who are advanced readers

IN LITERATURE (POETRY)

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Instructional Objective

Given a poetic selection, the student will be able to make inferences concerning the personalities which the poet is attempting to develop.

s to supplement the development of the skill of ______________________________

For students with marginal reading ability

n

For students who are advanced readers

Instructional Model

Have the students read Exercise L30 silently.

Define a dramatic monolog as the speech of one character -- designed to portray a specific series of events and a specific personality.

Ask:

What kind of man is the Duke?	Arrogant, cruel, murderous
What kind of person was his last Duchess?	Sweet, humble, easily pleased
In what period is this action taking place?	Renaissance
To whom is the story being told?	Envoy from a nobleman
What is the purpose of this man's visit?	Arranging a new marriage

Have the students reread the poem for total effect.

For students who speak English as a second language

For students who are members of a specific minority group

ently.

n of one character -- designed to portray a specific
lity.

Arrogant, cruel, murderous

Sweet, humble, easily pleased

Renaissance

Envoy from a nobleman

Arranging a new marriage

otal effect.

nd language

fic minority group

Evaluation

Determine if the student can
describe personalities as
developed in poetry

*For individualizing instruction
and/or for home study*

For posttesting

INTERPRETING READING MATERIAL IN LITERATURE (POETRY)

Instructional Rationale

Observing the sequence of events in a poem will help the reader to follow the development of the poet's message and will help him to make certain cause and effect associations intended by the poet.

Instructional Objective

Given a poetic passage, the
intended cause and effect as

INTERPRETING READING MATERIAL IN LITERATURE (POETRY)

Instructional Rationale

The theme of a poem refers to the central issue or emotion that is being developed. Identifying the theme will help the reader to unify the details of the poem and to develop a coherent picture of the poet's intent.

Instructional Objective

Given a poetic passage, the

LITERATURE (POETRY)

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effect
poet.

Instructional Objective

Given a poetic passage, the student will identify the sequence of events and make intended cause and effect associations.

LITERATURE (POETRY)

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Instructional Objective

Given a poetic passage, the student will be able to identify the dominant theme.

Instructional Model

Have the students read Exercise L31 silently.

Discuss the events which have happened prior to the opening of the poem.	Man went hunting. Grew tired Dined with his love Dogs who ate with him died. He is dying.

Ask:

Why is the young man more than physically ill?	He has been betrayed.
Who was the girl who gave him dinner?	His true love
To whom has he come home?	His mother
Discuss why this poem is virtually a post-mortem.	Events are after the fact of the murder.

Instructional Model

Have the students read silently Exercise L32.

Ask:

Why does the title date the poem?	Thanksgiving in our time has been in November.
What kind of language does the poet use?	Ordinary-informal
For what does she feel we should be thankful?	To have had him for 3 years
With what fact must we live?	His murder
Cite the lines using the phrase, *It felt good...*	

Have the students reread the poem for total effect.

FOLLOWING THE SEQUENCE OF EVENTS

Evaluation

lently.

Determine if the student can:

- Cite the order of events as presented
- Make necessary cause and effect associations between the events

prior Man went hunting.
Grew tired
Dined with his love
Dogs who ate with him died.
He is dying.

cally He has been betrayed.

? His true love

His mother

Events are after the fact of the murder.

IDENTIFYING THEME

Evaluation

se L32.

Determine if the student can identify the central issue or emotion of a poem

Thanksgiving in our time has been in November.

use? Ordinary-informal

thankful? To have had him for 3 years

His murder

felt

total effect.

326

325

INTERPRETING READING MATERIAL IN LITERATURE (POETRY)

Instructional Rationale

In poetry, a light tone may mask a serious message, while a formal tone may be a cover for fun. Therefore, it becomes essential for the reader to be aware of the intention which may lie beneath the literal meaning.

Instructional Objective

Given a poetic reading, the student w
message and grasp the meaning which t

Instructor's note of materials to supplement the development of the skill of ________________

For pretesting

For reinforcing instruction

For individualizing instruction and/or for home study

For posttesting

For students with marginal reading abili

For students who are advanced readers

For students who speak English as a seco

For students who are members of a specif

IN LITERATURE (POETRY)

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Instructional Objective

Given a poetic reading, the student will be able to delve beneath the literal message and grasp the meaning which the poet intends to convey.

to supplement the development of the skill of ______________________________

For students with marginal reading ability

For students who are advanced readers

tion

For students who speak English as a second language

For students who are members of a specific minority group

Instructional Model

Have the students read Exercise L33.

Ask:

What is the subject of the poem?	Richard Cory - a rich cultured gentleman
What is the theme of the poem?	Envy - death - suicide
Who envied Richard Cory? Why?	*We* did - for his material possessions.
Did we ever get to know him well?	No
Did we consider ourselves his equal?	No
Who were *we*?	*Poor workers*
What is the author's tone?	Quiet - subdued
Are we prepared for the last two lines?	No
Does the author lead us to an understanding of Richard?	No
What does the author show us that we lack?	The maturity to see our lives as worthwhile
Have the students go through the poem line by line and list the items which contrast *our* lives to his.	We worked - he didn't. He lived well - we didn't.

Evaluation

Determine if the student can make a reasonable judgment of the intent of a poem

Richard Cory - a rich cultured gentleman

Envy - death - suicide

We did - for his material possessions.

No

No

Poor workers

Quiet - subdued

No

No

The maturity to see our lives as worthwhile

We worked - he didn't.
He lived well - we didn't.

INTERPRETING READING MATERIAL IN LITERATURE (POETRY)

Instructional Rationale

Identifying the basic arguments in an argumentative poem should enable the student to make judgments concerning the main premise.

Instructional Objective

Given a poetic selection, the student wi

Instructor's note of materials to supplement the development of the skill of ____________________

For pretesting

For students with marginal reading abilit

For reinforcing instruction

For students who are advanced readers

LITERATURE (POETRY)

Instructional Objective

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d

Given a poetic selection, the student will be able to cite the poet's main premise.

supplement the development of the skill of ______________________________

For students with marginal reading ability

For students who are advanced readers

Instructional Model

Have the students read silently Exercise L34.

Ask:

Who makes the statement that *mercy is twice blest.*	The speaker
Where does she imply mercy comes from?	Heaven
What adjectives might describe *mercy* as she defines it?	gentle blest mighty becoming awesome kingly Godly
Under what circumstances may justice become God-like?	When it is merciful

For students who speak English as a second language

For students who are members of a specific minority group

IDENTIFYING THE MAIN PREMISE IN ARGUMENTATIVE POETRY

Evaluation

Determine if the student can
present the author's argument
in his own words

*For individualizing instruction
and/or for home study*

For posttesting

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it is merciful

language

minority group

INTERPRETING READING MATERIAL IN LITERATURE (POETRY)

Instructional Rationale

Since poems often involve more than one speaker, it is necessary for the reader to relate each item of conversation with the proper speaker in order to follow the poem's development coherently.

Instructional Objective

Given a poem the student will dete and, if it is a dialog, be able to item of conversation.

Instructor's note of materials to supplement the development of the skill of ____________

For pretesting

For reinforcing instruction

For individualizing instruction and/or for home study

For posttesting

For students with marginal reading

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IAL IN LITERATURE (POETRY)

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Instructional Objective

Given a poem the student will determine whether it is a monolog or a dialog; and, if it is a dialog, be able to associate a character of the poem with each item of conversation.

ials to supplement the development of the skill of ______________________________

For students with marginal reading ability

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For students who are advanced readers

truction

For students who speak English as a second language

For students who are members of a specific minority group

Instructional Model

Have the students read Exercise L35 silently.

Ask:

How many speakers appear in the poem?	Two
Identify the first speaker.	The apple farmer
Identify the second speaker.	His neighbor - the man who grows fir trees
How does their speech indicate a difference in personality?	Narrator is imaginative, changeable, revolutionary. Respondent is laconic, set in his ways.
Does the narrator sympathize with his neighbor?	Yes
Does he agree with him?	No
Is he intolerant of him?	No
Who says *Good fences make good neighbors*?	The neighbor
Describe this statement.	Trite - platitude
Who says *Before I built a wall I'd ask to know....*	The narrator
Describe this statement.	An attempt at a joke Wry humor Awareness of intent to offend A play on the word A pun

ntly.

Two

The apple farmer

His neighbor - the man who grows fir trees

Narrator is imaginative, changeable, revolutionary.
Respondent is laconic, set in his ways.

Yes

No

No

The neighbor

Trite - platitude

The narrator

An attempt at a joke
Wry humor
Awareness of intent to offend
A play on the word
A pun

Evaluation

Determine if the student can:

- Identify the number of speakers
- Associate a character of the poem with each item of conversation

INTERPRETING READING MATERIAL IN LITERATURE (POETRY)

Instructional Rationale

Identifying the images used in a poem aids the reader in analyzing plain sense meaning and in identifying mood.

Instructional Objective

Given a specific poem, the reader can anal specify which senses are being brought int

Instructor's note of materials to supplement the development of the skill of ____________________

For pretesting

For reinforcing instruction

For individualizing instruction and/or for home study

For posttesting

For students with marginal reading ability

For students who are advanced readers

For students who speak English as a second

For students who are members of a specific

LITERATURE (POETRY)

Instructional Objective

Given a specific poem, the reader can analyze the devices of imagery used and specify which senses are being brought into play to convey mood and message.

supplement the development of the skill of ______________________________

For students with marginal reading ability

For students who are advanced readers

For students who speak English as a second language

For students who are members of a specific minority group

Instructional Model

Define *imagery* as an appeal to the senses.

Discuss the variety of functions our senses perform.

List specific items on the chalkboard.

We can see
- color
- line
- size
- shape
- movement
- depth
- light and dark
- texture

We can hear
- pitch
- tone
- volume
- silence

We can taste
- sourness
- saltiness
- blandness
- oiliness

We can feel
- size
- shape
- texture
- heat
- cold

Discuss whether the senses overlap.

Why do we call sadness *the blues*?
Why do advertisers talk about *the gray sickness*?
What do we mean by gay or sad colors?
Do certain words evoke sense impressions?

List some taste words.
- buttery
- steak
- crunchy
- lemon
- orange

Cite popular song titles which use images.

Examples:

Blue Moon: color

rrorm.

rk

ess?

Evaluation

Determine if the student can:

- Identify specific images
- Be specific about which senses are being involved
- Relate the sensory information to the effect which is intended

IDENTIFYING IMAGES
(*continued*)

Instructional Model

Orange-Colored Skies: color
Peppermint Twist : taste, movement, and color
Tall, Tan, Terrific : size and color
Lilactime : color and scent
Love Is Blue : color
Jellyroll Blues : color and taste

Select a color and make an association chart on the chalkboard.

Example: Gray

Sight	Sound	Taste	Touch	Smell
mouse	foghorn	stale cigarette	pussy-willow	damp cellar

Ask the class to name product names which use sensory words (images) and ask them to specify which emotions are involved.

Blue Dot Duz - color and shape
Ivory Soap - color and texture
White Rain Shampoo - color, shape, and texture
Softex - texture

List on the chalkboard the reasons for a poet using imagery.

To present a sharp precise picture
To use the language of common speech
To employ the exact word, not the merely decorative word
To produce poetry that is hard and clear, not blurred and indefinite
To strive for concentration, avoiding all unnecessary words and phrases
To avoid generalities

Do a line by line analysis of Exercise L36 with the class.

Ask:

Is it helpful to identify Badroulbadour?	Yes
Does the title identify the speaker?	Yes
Who is the speaker?	A worm
What are the worms doing?	Eating

Evaluation

color
taste, movement, and color
size and color
color and scent
color
color and taste

n association chart on the chalkboard.

Taste	Touch	Smell
stale cigarette	pussy-willow	damp cellar

duct names which use sensory words (images) and ask them to specify ed.

color and shape
color and texture
color, shape, and texture
texture

e reasons for a poet using imagery.

ise picture
common speech
d, not the merely decorative word
is hard and clear, not blurred and indefinite
tion, avoiding all unnecessary words and phrases

s of Exercise L36 with the class.

fy Badroulbadour?	Yes
the speaker?	Yes
	A worm
g?	Eating

Instructional Model

What are dead bodies often called?	Worm food
What specific parts of the body are mentioned?	Eyes Lashes Lids Fingers Hand Cheek Feet Lips
What is the purpose of being so specific?	To induce an image
What sound device is *bundle of the body*?	Alliteration
What figure of speech is *we her chariot*?	Metaphor
What sound device is *out of the tomb*?	Assonance

Instructor's note of materials to supplement the development of the skill of ____________

For students with marginal reading ability

For students who are advanced readers

For students who speak English as a second language

For students who are members of a specific minority group

Evaluation

d?	Worm food
are	Eyes Lashes Lids Fingers Hand Cheek Feet Lips
specific?	To induce an image
he body?	Alliteration
chariot?	Metaphor
tomb?	Assonance

plement the development of the skill of ______________________________

ability	*For pretesting*
ders	*For reinforcing instruction*
a second language	*For individualizing instruction and/or for home study*
specific minority group	*For posttesting*

INTERPRETING READING MATERIAL IN LITERATURE (POETRY)

Instructional Rationale

Identifying sound devices and becoming aware of their intent will enable the reader to appreciate the writer's craft more fully and to be more perceptive of the effects which the writer is attempting to achieve.

Instructional Objective

Given a select poem, the student w
which have been arranged in a mann
effects created by the communicati

Instructor's note of materials to supplement the development of the skill of ____________

For pretesting

For students with marginal reading

For reinforcing instruction

For students who are advanced read

For individualizing instruction and/or for home study

For students who speak English as

For posttesting

For students who are members of a

TURE (POETRY)

Instructional Objective

Given a select poem, the student will be able to detect the patterns of sounds which have been arranged in a manner intended to create effects other than the effects created by the communication of ideas.

ement the development of the skill of ________________________________

For students with marginal reading ability

For students who are advanced readers

For students who speak English as a second language

For students who are members of a specific minority group

Instructional Model

Review definitions of assonance, alliteration, and onomatopoeia. (See Exercise L1.)

Ask class for examples of:

Assonance : lost soul
Alliteration: Peter Piper picked a peck of pickled peppers
Onomatopoeia: hiss, boom, bang

Encourage students to bring in examples from ads, pop songs, etc. (See Exercise L4)

Discuss euphonious and cacophonous.

Euphonious - pleasing to ear
Cacophonous - displeasing to ear

Have the students read Exercise L37 softly to themselves.

Ask:

Which sounds relate to sadness?	The low sounds
Which vowels are the lowest?	o - u
List words which imitate sounds.	meow bow-wow
Is rhyme euphonious or cacophonous?	Euphonious
Which of the two names below is euphonious; which is cacophonous? Tom Jones Englebert Humperdinck	Tom Jones - Euphonious Englebert Humperdinck - Cacophonous
Give examples of alliterative names.	Hubert Humphrey Cassius Clay

eration, and onomatopoeia. (See Exercise L1.)

eck of pickled peppers

from ads, pop songs, etc. (See Exercise L4)

ftly to themselves.

The low sounds

o - u

meow
bow-wow

Euphonious

Tom Jones - Euphonious
Englebert Humperdinck - Cacophonous

Hubert Humphrey
Cassius Clay

Evaluation

Determine if the student can:

- Identify patterns of sounds used to create effects by non-verbal means
- Explain the relationship between sounds and moods

INTERPRETING READING MATERIAL IN LITERATURE (POETRY)

Instructional Rationale

Comparative devices often aid in the development and reinforcement of the theme of the poem.

Instructional Objective

Given a poetic passage, the student
their meanings and connotations.

Instructor's note of materials to supplement the development of the skill of ______________

For pretesting

For reinforcing instruction

For individualizing instruction and/or for home study

For posttesting

For students with marginal reading

For students who are advanced reade

For students who speak English as a

For students who are members of a

ITERATURE (POETRY)

Instructional Objective

n
nt

Given a poetic passage, the student will cite the comparisons contained and explain their meanings and connotations.

supplement the development of the skill of ____

For students with marginal reading ability

For students who are advanced readers

For students who speak English as a second language

For students who are members of a specific minority group

Instructional Model

Refer to the lesson on figures of speech for a review of the devices utilizing comparison.

Have the students read Exercise L38.

Ask the students to list the items to which Shakespeare compares life.	*Walking shadow* *Poor player* *Brief candle* *Tale told by an idiot*

Instructor's note of materials to supplement the development of the skill of ____________________

For students with marginal reading ability

For students who are advanced readers

For students who speak English as a second language

For students who are members of a specific minority group

review of the devices utilizing comparison.

g shadow
layer
candle
old by an idiot

development of the skill of ____

guage

ority group

Evaluation

Determine if the student can explain the difference between a simile and a metaphor

For pretesting

For reinforcing instruction

For individualizing instruction and/or for home study

For posttesting

INTERPRETING READING MATERIAL IN LITERATURE (POETRY)

Instructional Rationale

Since the key to interpretation of poetry often depends upon interpreting grammatical devices used in a special manner, it is necessary for the reader to follow such clues to meaning as punctuation and syntax.

Instructional Objectives

Given a poem, the student will use grammatical
selection.

Given a poem, the student will utilize the pu
manner, the grammatical devices provided by t
the poem.

Instructor's note of materials to supplement the development of the skill of ______________________

For pretesting

For students with marginal reading ability

For reinforcing instruction

For students who are advanced readers

For individualizing instruction and/or for home study

For students who speak English as a second la

For posttesting

For students who are members of a specific mi

ERATURE (POETRY)

Instructional Objectives

Given a poem, the student will use grammatical clues just as he would with a prose selection.

w
ion

Given a poem, the student will utilize the punctuation, and, where used in a special manner, the grammatical devices provided by the poet as clues to the meaning of the poem.

pplement the development of the skill of ________________________________

For students with marginal reading ability

For students who are advanced readers

For students who speak English as a second language

For students who are members of a specific minority group

Instructional Model

Have the students read Exercise L39 silently.

Discuss the fact that in verse, the line ending does not always indicate the end of a sentence. Stress the fact that punctuation serves the same purpose in poetry that it does in prose.

Mention the fact that since many poets begin all lines with capital letters these afford no reliable clue to sense meaning.

Have the students read Exercise L39 silently.

Ask:

What mark of punctuation indicates the end of a sentence?	A period
Where does the first statement in this poem end?	Third line
Where does the second statement end?	Sixth line
What punctuation is omitted in lines 6-7?	Quotation marks
What is the subject of the verb *summons* in line 15?	*Bitch* in line 14
In line 10, does the fact that *Dogs* is capitalized indicate that this is the beginning of a sentence?	No
What is the subject of that particular sentence?	*The moon*

y.

ding does not always indicate the end of a
serves the same purpose in poetry that it

all lines with capital letters these

y.

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marks

line 14

IDENTIFYING GRAMMATICAL DEVICES USED IN A SPECIAL MANNER

Evaluation

Determine if the student is:

- Aware that a sentence or a thought does not necessarily coincide with the line ending
- Aware that grammatical devices, periods, commas, colons, and other punctuation marks are used by authors to impart meaning or achieve special effects

The lesson entitled.... *begins on page....*

Interpreting problem statements in mathematics. 172

General vocabulary used in a special sense. 174

Specialized vocabulary. 176

Interpreting symbols. 178

CORRECT RESPONSES TO ASSESSMENT OF COMPREHENSION

M1

1. (1)
2. (4)
3. (1)
4. (1)
5. (3)
6. (3)
7. (2)
8. (2)
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10. (2)
11. (2)
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32. (4)
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34. (1)
35. (3)
36. (2)

The Nature of Reading

Reading in mathematic
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mental faculties must
is to be achieved.

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Problem Solving: Some

Approach to Reading

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1. Reading the
2. Rereading to
3. Rereading to

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mathematics.	172
al sense.	174
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ENT OF COMPREHENSION

19. (4)
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25. (1)
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32. (4)
33. (1)
34. (1)
35. (3)
36. (2)

INTERPRETING PROBLEM STATEMENTS IN MATHEMATICS

The Nature of Reading in Mathematics

Reading in mathematics requires exactness, orderliness,, and flexibility. All reading is a thought process; and in mathematics the mental faculties must always be alert and active if comprehension is to be achieved.

Exactness. The reader must know exactly what each term used in mathematics means. Most symbols have an exact meaning. There is little or no room for conjecture, connotation, or assumption in the act of reading mathematics materials.

Orderliness. The reading of short stories or light novels may, at times, allow for a certain amount of skipping or skimming, but not the reading of mathematics. Problems must be read with attention to every word. There are no shortcuts. No sentences nor words may be skipped; every diagram, chart, table, or example must be studied carefully. Applications of procedures to problems must be carefully sequenced step-by-step from beginning to end, whether these steps are taken mentally or in written form.

Flexibility. General or recreational materials and some expository or explanatory materials are approached in a manner which allows the reader to read across the line and down the page without interruption. But if graphic materials (charts, diagrams, tables, and the like) accompany the text, after the student has read the verbal materials up to a certain point, his attention must go from the printed word to the related graphic material, then back to the printed word, and so on. The same is true if examples are included. This manner of reading must be achieved without losing the thread of the problem at hand and without errors in recognition or comprehension of a word, equation, or figure.

Problem Solving: Some General Considerations

Approach to Reading Problems

Teachers of mathematics are primarily concerned with the ability of the students to read, understand, and solve problems, and every teacher of mathematics undoubtedly had developed, for himself or for his students, an approach to the reading and solving of mathematical problems. The following steps are probably included in this approach either in part or in entirety.

1. Reading the problem to get a mental picture
2. Rereading to determine what is sought
3. Rereading to determine what given facts to use

4. Deciding what computational steps to take
5. Estimating the answer
6. Computing the answer
7. Comparing the result with the estimate
8. Rereading to make sure that what has been done is what the problem asks
9. Checking the computation

Rate of Reading

Besides requiring a specific plan or approach to the reading of mathematics problems, the form in which mathematics problems are written and the purposes for reading call for a different rate of reading than that which is used with narrative or expository material. Mathematics material demands slow, methodical, word-by-word reading, and regressions are invited.

Purposes for Reading

In reading problems, there should be not just one or two readings, but possibly four, five, or six. Each reading might have a different purpose. As stated above, the student may read for an overall picture; he may read again to determine what is sought; he may read a third time to determine what given facts to use; and he may read a fourth time to make sure he has answered the question the problem asked. The teacher of mathematics is aware of the necessity for all these readings. It is up to him to insure that the student also is aware of the various purposes for his readings. This might be done by listing the steps on the chalkboard and guiding the pupils in their reading of a problem step-by-step.

Background for Reading

In addition to the control of rate and recognition of purpose, teachers are concerned about the conceptual and experimental background the student brings to the concept of unit at hand. The quality and depth of this background may be determined by an exploratory discussion or by a pretest prior to the introduction of the new concept.

Vocabulary

During an exploratory discussion, the teacher also may become aware of the quality and quantity of vocabulary the student has at his command. Vocabulary refers not only to the technical language of mathematics but also to the everyday words necessary

to basic functioning. In
the mathematical symbols,
which are expressed in wo
vocabulary of mathematics
vocabulary follow.

The teacher needs to be a
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Mathematics Classes.

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to basic functioning. In addition to the English words, there are the mathematical symbols, signs, abbreviations, and equations which are expressed in words and form an integral part of the vocabulary of mathematics. Lessons for developing mathematical vocabulary follow.

The teacher needs to be aware that a student's vocabulary understanding has four levels. First, he may be aware of a new word which he hears, determining its meaning from context, and with repeated hearing of the word, making it a part of his listening vocabulary. Later, he may add this word to his own speaking vocabulary, learning to pronounce it correctly, and to use it in appropriate situations. Next, he may and should recognize the word when he sees it in print, and will understand its meaning and its significance in the content. Finally, he is able to use the word in his own writing. These levels of vocabulary attainment differ from student to student. The teacher is involved at all times in judging the progress being made in the acquisition of vocabulary, and in helping all students at each level.

Comprehension

Relative to problem solving is the ability of the student to comprehend what is written sufficiently to differentiate between the relevant and irrelevant; factual and inferential; necessary and unnecessary; and to select those parts required for the solution. This last skill is based on the ability of the student to recognize the main idea and necessary supporting details and having recognized them, understand their relationship to each other and the relationship of the parts to the whole.

Contributing to this understanding is the ability of the student to read, understand, and use graphic and tabular materials accompanying the text. This skill is covered in Interpreting Reading Materials in Science and Interpreting Reading Materials in Social Studies.

The objectives of the reading instruction in mathematics may be achieved best by having the students first practice only the reading aspects of the problem, clearly separating out the computational aspects for subsequent learning.

Additional suggestions may be found in the State Education Department publication *Improving Reading - Study Skills in Mathematics Classes*.

VOCABULARY DEVELOPMENT IN MATH

Instructional Rationale

Many common or familiar words when used in a mathematical context have special meanings. Knowledge of these special meanings is essential to the correct interpretation of reading materials in math.

Many words that may appear familiar will present problems in a mathematical context if the student is not aware of their special meanings. The difficulty occurs because these meanings are rarely revealed in the context.

Example:

Degree, as commonly used, refers to the amount of strength of an attribute. The *degree* of hostility that existed between the two parties made it impossible for them to work together.

In a mathematical context, *degree* refers to one 360th of a circumference of a circle or an interval used in measuring temperature.
The thermometer registered one *degree* below zero.

Instructional Objective

Given several math problems, students
that, according to the context, diffe
will list these words and determine t
a math text, a glossary of math terms

Examples:

Jim had a *grade* of 88% on a test o
Is 25 a *factor* or a *product*?
How many *items* were correct?

Express in exponential form seven

Find the rate of *interest* when the
6 months is $12.

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Instructional Objective

Given several math problems, students will identify those words that have meanings that, according to the context, differ from the more general use of the words. They will list these words and determine their mathematical meanings through the use of a math text, a glossary of math terms, or a dictionary.

Examples:

Jim had a *grade* of 88% on a test of 25 items.
Is 25 a *factor* or a *product*?
How many *items* were correct?

Express in exponential form seven raised to the fifth *power*.

Find the rate of *interest* when the *principal* is $400 and the *interest* for 6 months is $12.

Instructional Model

Present each exercise to be read. Ask the students to underline the words which appear to be familiar and yet do not have the same meanings in this math context that one would ordinarily associate with them.

Ask:

In the first problem, what are the two otherwise familiar words that must have a special meaning in math?	*Factor* - commonly, an element that contributes to produce a result *Product* - commonly, anything produced as by, growth, thought, or labor
Define these terms in their mathematical definitions. Use a math text or a dictionary.	*Factor* - any one of two or more numbers which are multiplied together to form a product *Product* - the result obtained by taking one number as many times as there are units in the other
In the second problem there are two common words used in a special math sense. Identify these words.	*Raised* - commonly means to cause to rise up *Power* - commonly means a controlling influence over others
Define these terms in their mathematical meaning, using a math text or a dictionary.	To *raise to a power* in math means to multiply one number by itself a certain number of times, i.e., 5^3 is five raised to the third power which means 5 x 5 x 5
What two words in the third problem must have special math meanings in addition to their more common meanings?	*Interest* - commonly a special attention to some object or concern *Principal* - commonly, one who presides over a school
Define these terms mathematically using a math text or a dictionary.	*Interest* - money paid for the use of money *Principal* - the money borrowed for which interest is paid

GENERAL VOCABULARY USED IN A SPECIAL SENSE

he students to underline the words which appear to
meanings in this math context that one would

Factor - commonly, an element that contributes to produce a result

Product - commonly, anything produced as by, growth, thought, or labor

Factor - any one of two or more numbers which are multiplied together to form a product

Product - the result obtained by taking one number as many times as there are units in the other

Raised - commonly means to cause to rise up

Power - commonly means a controlling influence over others

To *raise to a power* in math means to multiply one number by itself a certain number of times, i.e., 5^3 is five raised to the third power which means 5 x 5 x 5

Interest - commonly a special attention to some object or concern

Principal - commonly, one who presides over a school

Interest - money paid for the use of money

Principal - the money borrowed for which interest is paid

Evaluation

Determine if the student can:

- Identify words whose meanings in the math context differ from the meanings he ordinarily associates with the words
- Determine the meanings for these words through the use of, a math text, a glossary of math terms, or a dictionary

VOCABULARY DEVELOPMENT IN MATH

Instructional Rationale

Increasing the student's technical or specialized math vocabulary that he recognizes on sight will lessen the time he must devote to using context clues, procedures of word analysis, or the dictionary in correctly interpreting reading material in math.

Words that are specific to math must be taught. Math instructors must directly teach the meanings of all the math terms the student will meet in each of the mathematical areas in which the student will receive instruction.

Generally, math books reveal the meanings of special math terms through the use of directly stated definitions.

Instructional Objectives

Given a passage from a math text
specialized math terms through t
context.

Example:

A common *fraction* is defined as
Hence, it must be represented by
equal parts into which the unit
number of these equal parts whic
denominator and the *numerator*, r

Given a math problem, or exercis
will apply his knowledge of the
exercise.

Example:

If 2 is added to each of the num
does the fraction increase: $\frac{5}{7}$,

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Instructional Objectives

Given a passage from a math text, the student will determine meanings of unfamiliar specialized math terms through the use of directly stated definitions in the context.

Example:

A common *fraction* is defined as one or more of the equal integral parts of a unit. Hence, it must be represented by two numerals: a numeral denoting the number of equal parts into which the unit is divided, and another numeral indicating the number of these equal parts which are taken. These two numerals, called the *denominator* and the *numerator*, respectively, are the terms of a fraction.

Given a math problem, or exercise containing specialized vocabulary, the student will apply his knowledge of the math terms in order to solve the problem, or exercise.

Example:

If 2 is added to each of the numerators of the following fractions, by how much does the fraction increase: $\frac{5}{7}$, $\frac{3}{4}$, $\frac{1}{5}$?

Instructional Model

Have the students read the first example under Instructional Objectives.

Have the students identify the three mathematical terms whose meanings are revealed in the context.	*Fraction* *Numerator* *Denominator*

Ask:

How are the meanings of these terms revealed?	By directly stated definitions
Give the directly stated definition for each term.	*Fraction* - one or more of the equal integral parts of a unit *Denominator* - a numeral denoting the number of equal parts into which the unit is divided *Numerator* - a numeral denoting the number of equal parts which are taken

Have the students read the second example under Instructional Objectives.

Ask:

The meaning of one mathematical term in this exercise is vital to its solution. What is the term?	*Numerator*
What does *numerator* mean?	The number of equal parts which are taken
Into how many equal parts is $\frac{5}{7}$ divided?	7
What is 7 called?	The *denominator*
How many of these sevenths are being taken?	5
What is the 5 called?	The *numerator*
To which number will the 2 be added?	The 5

		Evaluation
t example under Instructional Objectives.		Determine if the student uses directly stated context clues to determine meaning for mathematical terms presented in a math text
three gs are	*Fraction* *Numerator* *Denominator*	
	By directly stated definitions	
nition	*Fraction* - one or more of the equal integral parts of a unit	
	Denominator - a numeral denoting the number of equal parts into which the unit is divided	
	Numerator - a numeral denoting the number of equal parts which are taken	
nd example under Instructional Objectives.		Determine if the student applies his knowledge of the meanings of math terms to solving math problems or exercises
al l term?	*Numerator*	
	The number of equal parts which are taken	
	7	
	The *denominator*	
e	5	
	The *numerator*	
	The 5	

INTERPRETING READING MATERIAL IN MATHEMATICS

Instructional Rationale

When mathematical statements or questions need to be written in an abbreviated form, a system of symbolic notation is used to denote processes (÷), quantities (5), relationships (=), concepts (ϕ), constructs (∠), and units of measurement (°). Like written languages, the symbols used are arbitrarily chosen and stand for nothing more than what it is agreed they stand for. Knowledge of the meanings of these symbols is essential to encoding and decoding mathematical statements and mathematical problems, solving the problems, and encoding the answers as required.

Instructional Objectives

Given a mathematical statement or problem wh
symbols, the student will be able to verbal

Example:

Read this mathematical statement: 12 ÷ 3 =

Given a mathematical statement or problem wh
student will be able to encode it using as
applicable.

Example:

Write the following statement using mathemat

The square root of 25 is 5.
Three raised to the third power equals 27.

Note: The objectives require mastery of en
include mastery of computational ski

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Instructional Objectives

Given a mathematical statement or problem which has been encoded using mathematical symbols, the student will be able to verbalize the statement or problem.

Example:

Read this mathematical statement: $12 \div 3 = 4$

Given a mathematical statement or problem which is expressed in words only, the student will be able to encode it using as many mathematical symbols as are applicable.

Example:

Write the following statement using mathematical symbols:

The square root of 25 is 5.
Three raised to the third power equals 27.

Note: The objectives require mastery of encoding and decoding skills and do not include mastery of computational skills.

Instructional Model

Comment on and demonstrate:

The four processes of computation (addition, subtraction, multiplication, and division)

The use of place values, fractions, exponents, and decimal points, in writing quantities

Mathematical relationships (equals, smaller than, larger than)

Mathematical concepts (infinity, approximate)

Mathematical constructs (angles, areas)

Units of measurement (degrees, inches)

Familiarize the students with the symbols commonly used to encode the above in an abbreviated form.

Provide the students with practice in:

Encoding and decoding mathematical statements and problems presented both verbally and in writing

Instructor's note of materials to supplement the development of the skill of ____________

For students with marginal reading ability

For students who are advanced readers

For students who speak English as a second language

For students who are members of a specific minority group

Evaluation

By using Exercise M1, determine if the student can encode and decode mathematical symbols

ddition, subtraction, multiplication, and division)

exponents, and decimal points, in writing

smaller than, larger than)

roximate)

as)

s)

mbols commonly used to encode the above in

n:

statements and problems presented both

ement the development of the skill of ______________________________

bility — *For pretesting*

s — *For reinforcing instruction*

second language — *For individualizing instruction and/or for home study*

ecific minority group — *For posttesting*

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T

TO OBTAIN FINANCING FUNDS

To obtain financing funds to build expensive facilities like city halls, libraries, new streets, and sewer systems, cities frequently borrow, from private sources of investment, capital by issuing bonds or notes promising to pay back the money in agreed-upon installments. This kind of financing is called a bond issue, or revenue bonds. The combined annual costs of paying off the money borrowed (the principal) and the charges for the use of the money (the interest) are usually paid out of additions to the property tax. Some facilities, however, can be financed by loans that are paid off from fees charged for the use of the facilities. Water supply and sewerage systems may be financed in this manner and be paid for by billing the user regularly in accordance with the amount of water he uses. Costs for providing on and off-street parking facilities are met by the parking meter revenues. Other services and facilities, such as the collection of garbage and trash, may be financed by self-paying, or self-liquidating, means.

Although huge sums of money are involved in such ventures, it is important to realize that self-liquidating operations pay for themselves only—rarely can a penny of revenue from a parking system be used for anything else but parking facilities; the same applies to any others. Self-liquidating programs do not take any other tax revenues, nor do they add anything to the general revenue of the community. Remove these programs from the tax picture, and the need for revenue from other sources is in no way reduced.

Some local governments prefer to finance capital costs without borrowing, but by paying out of tax revenues collected each year. This method, called "pay-as-you-go," saves what could be substantial interest costs; but it limits sharply the facilities that can be afforded each year and often delays the provision of badly needed improvements. This policy also has led to false economies as when a city postpones needed facilities and later buys them at a much higher price.

Assessment of Comp

1. This passage is intended to have th
    1. persuaded that cities should pa
       used
    2. persuaded that there is one pro
       facilities
    3. persuaded that city financing i
    4. informed of ways that cities us
2. In an effort to resolve this proble
   ments, cities must frequently resor
    1. investing money collected from
    2. loaning money at high interest
    3. borrowing capital from private
    4. imposing special taxes
3. The interest on loans is customari
    1. funds left over from the previ
    2. taxes on special items
    3. monies donated by stockbrokers
    4. additions to the property tax
4. Self-liquidating means
    1. self-paying
    2. unsettled
    3. unpaid
    4. delayed
5. An example of a service classified
   liquidating is
    1. mail and parcel post delivery
    2. collection of garbage and tras
    3. snow removal
    4. police and fire protection ser

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ns, cities frequently
pital by issuing
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l costs without
llected each year.
could be
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the provision of
s led to false
lities and later

Assessment of Comprehension

1. This passage is intended to have the reader be
   1. persuaded that cities should pay for facilities as they are used
   2. persuaded that there is one proper way of financing city facilities
   3. persuaded that city financing is complex
   4. informed of ways that cities use to finance facilities

2. In an effort to resolve this problem of financing needed improvements, cities must frequently resort to
   1. investing money collected from property taxes
   2. loaning money at high interest rates
   3. borrowing capital from private sources of investment
   4. imposing special taxes

3. The interest on loans is customarily repaid by
   1. funds left over from the previous budget year
   2. taxes on special items
   3. monies donated by stockbrokers
   4. additions to the property tax

4. Self-liquidating means
   1. self-paying
   2. unsettled
   3. unpaid
   4. delayed

5. An example of a service classified under the heading of self-liquidating is
   1. mail and parcel post delivery
   2. collection of garbage and trash
   3. snow removal
   4. police and fire protection service

6. Funds collected from facilities which are self-liquidating may

    1. be added to the general fund to reduce the problems of financing special programs
    2. not be used for any other purpose
    3. be used for special building programs
    4. be applied to special incentive awards for city employees

7. Rather than borrow money to finance their needs, some cities prefer to

    1. petition the Federal Government for special grants
    2. eliminate all new building programs completely
    3. postpone improvements indefinitely
    4. use the "pay-as-you-go" method

8. The "pay-as-you-go" method of financing funds often results in

    1. an increase in services and facilities
    2. a limitation of new facilities and a delay in needed improvements
    3. a need for imposing additional taxes
    4. a decrease in self-liquidating services

A Pretest on Common Prefixes

In each word, circle the prefix and underline its meaning.

1. interstate
after within between apart
2. cooperate
in not through with
3. nonpayment
with against between not
4. predict
before through after for
5. circumnavigate
in around under after
6. permit
through around aside for
7. antifreeze
around before against right
8. posterior
before after from wrong
9. mislead
against across not wrong
10. excerpt
between out apart under
11. discard
apart against wrong between

12. remember
turn
13. submerge
before
14. transport
across
15. select
among
16. absorb
from
17. avert
for
18. binocular
across
19. confide
with
20. deposit
with

Prefixes

underline its meaning.

between apart

through with

between not

after for

under after

aside for

against right

from wrong

not wrong

apart under

wrong between

12. remember

turn out again before

13. submerge

before between not under

14. transport

across again within through

15. select

among within aside not

16. absorb

from for aside in

17. avert

for with from to

18. binocular

across again two through

19. confide

with from against apart

20. deposit

with for down in

FIVE CENTURIES IN AMERICA

Donald F. Drummond

Though some Americans - mainly persons of German and Austrian descent - had always sympathized with the Central Powers, most of our people favored democratic Britain and France. It seemed to many that a British and French victory would be a victory for democracy everywhere. Added to this feeling was the anger aroused by the submarine dispute. When a few more ships were sunk, Wilson decided to wait no longer.

Appearing before Congress on April 2, 1917, the President asked for a declaration of war. He pointed out that United States ships had been destroyed and that United States citizens had been killed. He said that the time had come to defend our rights, for the rights of all free people were in danger. "The world must be made safe for democracy," Wilson declared."... We have no selfish ends to serve.... We are but one of the champions of the rights of mankind. We shall be satisfied when those rights have been made as secure as the faith and freedom of nations can make them." Congress did as the President requested. War was declared on April 6, 1917.

THE POCKET HISTORY OF THE U.S.

Allan Nevins and Henry Steele Commager

These two considerations - sympathy for the Allies, fear of the consequences of German victory - were in the end decisive in controlling American policy. Economic considerations re-enforced sentimental and political ones. The American people loaned huge sums of money to Britain and France. American industry rapidly geared itself to Anglo-French war needs, supplying enormous quantities of guns, shells, high explosives, and other materials, and reaping heavy profits. American banks acted as purchasing agents for the Allies, floated Allied loans, and established Allied credits in the United States. American agriculture, recovering from a sharp prewar depression, found ready and profitable markets for cotton, wheat, and pork in England and France. Trade with the Central Powers, meantime, was negligible, and the British blockade effectively controlled trade with neutrals as well.

Yet it was not these economic considerations that persuaded Wilson and the American people of the necessity of war, but rather the German policy of "frightfulness." Submarines were used to sink

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Early in 1917 the Germ
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Within a few weeks eig
the nation was arouse
United States in a war
both honor and peace h
and on April 2, Wilson
declaration of a state

> It is a fearful th
> war, into the most
> zation itself seem
> more precious than
> we have always car
> the right of those
> their own Governme
> nations, for a uni
> free peoples as sh
> make the world its
> dedicate our lives
> everything that we
> the day has come w
> and her might for
> happiness and the
> her, she can do no

On Good Friday, April

NTURIES IN AMERICA

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when those rights have been made as
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HISTORY OF THE U.S.

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ess." Submarines were used to sink

merchant ships, and they could not save the lives of crew or passengers. When the British vessel *Lusitania* was sent to the bottom in 1915 with the loss of more than eleven hundred lives, 128 of them American, a wave of horror and anger swept the country. Germany promised to mend her ways, and Wilson kept the nation at peace, but those who believed that America should prepare for war increased in numbers and determination. Meantime, Wilson himself had come to see that the only way to keep the United States out of the war was to bring the war itself to an end. All through 1916 he worked heroically to persuade the belligerents to state their war aims and to pave the way for the organization of the postwar world.

Early in 1917 the Germans, sure that they could starve England out in six months and that American help could not become effective in that time, announced the reopening of unrestricted submarine warfare. Within a few weeks eight American vessels were sent to the bottom, and the nation was aroused by the revelation of a plot to involve the United States in a war with Mexico and Japan. The preservation of both honor and peace had become "an impossible and contradictory thing," and on April 2, Wilson appeared before the Congress and asked for a declaration of a state of war:

> It is a fearful thing to lead this great peaceful people into war, into the most terrible and disastrous of all wars, civilization itself seeming to be in the balance. But the right is more precious than peace, and we shall fight for the things which we have always carried nearest our hearts, - for democracy, for the right of those who submit to authority to have a voice in their own Governments, for the rights and liberties of small nations, for a universal dominion of right by such a concert of free peoples as shall bring peace and safety to all nations, and make the world itself at last free. To such a task we can dedicate our lives and our fortunes, everything that we are and everything that we have, with the pride of those who know that the day has come when America is privileged to spend her blood and her might for the principles that gave her birth and happiness and the peace which she has treasured. God helping her, she can do no other.

On Good Friday, April 6, 1917, the United States went to war.

Assessment of Comprehension

1. Drummond's passage most probably was written by
    1. an Austrian
    2. an American
    3. an Englishman
    4. a Frenchman

2. According to Drummond's passage, the reason President Wilson urged America's entrance into World War I was
    1. economics
    2. the request of England and France
    3. that the democratic way of life was endangered
    4. the threat of submarine warfare

3. According to Nevins and Commager's passage one primary reason the United States entered World War I was
    1. German acts of brutality
    2. the urging of England and France
    3. trade with neutral nations
    4. the British blockade

4. President Wilson's plan to keep the U.S. out of war was to
    1. increase aid to England and France
    2. assist in the British blockade
    3. keep American ships off the high seas
    4. try to bring the war to an end through negotiation

5. From Nevins and Commager's passage, it can be inferred Germany planned to starve England into submission by
    1. unrestricted submarine warfare
    2. destroying the British blockade
    3. declaring war on the United States
    4. restricting England's exports

6. In Drummond's passage, the term *Central Powers* most probably means
    1. Britain and France
    2. Britain and the United States
    3. Germany and its allies
    4. Britain and its allies

7. One of the most outstandin
World War I was
    1. the plot to involve th
    2. the sinking of the Lus
    3. the declaration of war
    4. the sinking of the Tit

t of Comprehension

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exports

e term *Central Powers* most probably means

d States

7. One of the most outstanding instances of German brutality in World War I was

    1. the plot to involve the U.S. in war with Mexico
    2. the sinking of the Lusitania
    3. the declaration of war on the U.S.
    4. the sinking of the Titanic

SS2 A DEBTOR NATION 1/1

Up to 1914, the United States economy relied heavily on the help of foreigners to finance the building of the farms and factories that lay at the heart of American economic growth. To build new industries, railroads, and cities required more capital than Americans had available. In the same way that a businessman has to borrow money to get started, America had to borrow the savings of other countries to begin her industrialization. As growth proceeded, the need for foreign capital declined because the United States grew wealthy enough to provide larger and larger amounts of money for development through its own saving. Nonetheless, in 1914 the United States was a *net debtor,* meaning that she had borrowed more from abroad than she had invested.

From the foreigner's point of view, lending to America was usually a good investment. There were cases, of course, in which foreigners bought shares in American enterprises that subsequently proved unprofitable. But America was rich in material resources, and most of the enterprises proved profitable.

From the point of view of a foreigner who had loaned money to finance some company in the United States, the investment was a profitable one if the American company paid a satisfactory rate of interest on the money it had borrowed, and if the loan was repaid as it came due. This meant, therefore, that the American economy had to earn foreign money to be able to pay its debt to foreigners. In other words, having borrowed money from abroad, the United States had to sell abroad—or export—more than it bought from abroad—or imported. Only then could the United States earn the foreign money with which to pay its debts. From the other side, the foreign country, say Britain, had to buy more from the United States than she sold to the United States so Americans would be able to earn the British pounds with which to repay the loans that had been advanced by people in England.

Before 1914 the system worked well under the gold standard, which made international transfer of funds easy. The particular interdependence of the major European countries and the United States encouraged the international sales of goods. The European countries were ready to buy American food and raw materials. A tremendous flow of these commodities went out from the United States to Europe and earned for America the money to pay for the loans that led to the development of the American economy.

Assessment of Co

1. Up to 1914, the U.S. economy bene

   1. loaning money to foreign coun
   2. receiving financial assistanc
   3. investing money in foreign en
   4. increasing aid to impoverishe

2. Capital was needed in the early g
   funds for

   1. the building of new industrie
   2. the War Between the States
   3. the development of rural comm
   4. the building of airports

3. *Capital,* in this selection, refer

   1. machinery
   2. interest on debts
   3. loans
   4. land

4. *A net debtor,* in this passage, re

   1. loaned less than it expects
   2. loaned more than it expects
   3. borrowed more than it has inv
   4. borrowed less than it has inv

5. After 1914, as the U.S. economy

   1. less need to borrow capital
   2. greater need to borrow capita
   3. a complete halt of borrowing
   4. no change from previous proce

6. In order to repay its loans abro

   1. export less than she importe
   2. export more than she importe
   3. balance imports and exports
   4. import more than she exporte

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Only then could the United
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ll under the gold standard, which
unds easy. The particular
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nal sales of goods. The
buy American food and raw
these commodities went out from
earned for America the money to
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Assessment of Comprehension

1. Up to 1914, the U.S. economy benefited from

   1. loaning money to foreign countries
   2. receiving financial assistance from abroad
   3. investing money in foreign enterprises
   4. increasing aid to impoverished foreign nations

2. Capital was needed in the early growth of America to provide funds for

   1. the building of new industries, railroads,and cities
   2. the War Between the States
   3. the development of rural communities
   4. the building of airports

3. *Capital*, in this selection, refers to

   1. machinery
   2. interest on debts
   3. loans
   4. land

4. *A net debtor*, in this passage, refers to a country which has

   1. loaned less than it expects to be repaid
   2. loaned more than it expects to be repaid
   3. borrowed more than it has invested
   4. borrowed less than it has invested

5. After 1914, as the U.S. economy grew, there probably was

   1. less need to borrow capital from abroad
   2. greater need to borrow capital from abroad
   3. a complete halt of borrowing capital from abroad
   4. no change from previous procedures

6. In order to repay its loans abroad, the U.S. was forced to

   1. export less than she imported
   2. export more than she imported
   3. balance imports and exports
   4. import more than she exported

Mining was never a very important activity in English colonial America, for very good reasons.

First of all, most of America's great mineral deposits lay at or beyond the colonial frontier: copper and iron around the Great Lakes, bituminous coal in Western Pennsylvania and West Virginia, lead and zinc in Missouri, mercury, silver, and gold in the Far West, petroleum and salt in Western Pennsylvania, New York, and West Virginia.

Second, the potential uses of some minerals had not been discovered. For example, until 1860 the principal use for petroleum was in the manufacture of patent medicines, not in lighting or the production of power. Anthracite coal was too hard to burn in the heating devices employed by the colonists. Bituminous coal had not yet come into general use in iron making.

Finally, wood was an excellent substitute for many minerals and it was freely available. Wood was used as fuel in place of coal; in building in place of stone and brick; and in the construction of tools and implements in place of iron. But wood could not replace iron when resistance to heat or a sharp cutting edge was required. Consequently, iron was one mineral of importance in the colonies. Glass sand was another, since the use of substitutes for glass window panes left much to be desired.

Assessment of Comprehension

1. Choose the answer which best states the main idea of the selection
    1. Why mining was not important in colonial America
    2. The principal use of petroleum in colonial America
    3. Uses of wood in colonial America
    4. The manufacture of glass
2. It can be inferred from this selection that
    1. mineral deposits were easily accessible to the colonists
    2. mineral deposits were not in great demand by the colonists
    3. there was an abundance of copper and iron in Western Pennsylvania
    4. wood was used in place of iron
3. Anthracite coal was n
    1. it was difficult
    2. it could not be f
    3. colonists used it
    4. colonists did not
4. One mineral which was
    1. copper
    2. lead
    3. iron
    4. uranium
5. As used in the select
    1. powerful
    2. possible
    3. frequent
    4. unknown
6. As used in the select
    1. opposition
    2. avoidance
    3. elasticity
    4. reaction

vity in English colonial

mineral deposits lay at or
and iron around the Great
sylvania and West Virginia,
lver, and gold in the Far
nnsylvania, New York, and

erals had not been discovered.
use for petroleum was in the
n lighting or the production
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and in the construction of
But wood could not replace
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ccessible to the colonists
reat demand by the colonists
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3. Anthracite coal was not used for fuel by the colonists because

   1. it was difficult to burn in the stoves colonists used
   2. it could not be found in any abundance
   3. colonists used it for patent medicines instead
   4. colonists did not know how to mine it

4. One mineral which was important to the colonists was

   1. copper
   2. lead
   3. iron
   4. uranium

5. As used in the selection the word *potential* means

   1. powerful
   2. possible
   3. frequent
   4. unknown

6. As used in the selection the word *resistance* means

   1. opposition
   2. avoidance
   3. elasticity
   4. reaction

SS4 INDIANS AND THE SPIRITS 1/1

In the affairs of Indian life, there was a set way of doing things. Often the Indians' explanation was that the spirits had instructed the ancestors of the tribe, long ago. The Indians followed a nature religion. They believed that the things they found around them, animals, trees, rivers, storms, and the sky had spirits.

Indians looked upon the forces of nature and animals as brothers. They did not feel a distinct line of division between man and other animals, or between man and plants, the earth, or forces of nature. They believed that the spirits could control affairs in man's life. Indians appealed to the spirits for aid in hunting, for cure in illness, through various ceremonies and magic. Religion took account of fear. When a young warrior felt that a spirit had shown a special interest in him, often through appearing in a vision or dream, he felt confident and had more courage to meet the crises of war and hunting.

One spirit of great importance to the Indians was the god of war. In the Southeast and among the Iroquois farther North, the occasional sacrifice of a warrior through torture was a part of Indian life. The ceremony accompanying such a sacrifice was held in the center of a village, and the torture performed by the women with all the tribe watching. When a young man had taken the scalps of enemies in combat, he rose in prestige. Warriors often brought back to their tribes as prisoners, not only captured warriors, but also women and children. Such captives often became slaves, to do the hard work near the camp.

Assessment of Comprehension

1. Of the following, which best describes the main idea of this exercise?

    1. the importance of war sacrifices
    2. the place of spirits in Indian life
    3. Indian-animal kinships
    4. the life of an Indian captive

2. In this passage the word *prestige* means

    1. respect
    2. humility
    3. aggressiveness
    4. political power

3. From this passage one could
   based on

    1. facts and numbers
    2. geographical location
    3. nature and gods
    4. the seasons

4. In this passage, which idea

    1. nature
    2. slavery
    3. sacrifices
    4. war

5. Which item below is stated a

    1. all Indians participated
    2. captured warriors often
    3. the most important India
    4. Indian religion was ofte

6. According to this passage, I

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    2. in a nature religion
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3. From this passage one could conclude that the Indian religion was based on

   1. facts and numbers
   2. geographical location
   3. nature and gods
   4. the seasons

4. In this passage, which idea was discussed first

   1. nature
   2. slavery
   3. sacrifices
   4. war

5. Which item below is stated as a fact in this passage

   1. all Indians participated in human sacrifice
   2. captured warriors often became village slaves
   3. the most important Indian god was the god of the sun
   4. Indian religion was often based on fear

6. According to this passage, Indians believed

   1. in using scalps as a type of money
   2. in a nature religion
   3. the white man as a "great white spirit"
   4. that they had little kinships with nature

There were many reasons why the birth of the United States had a revolutionary effect in Europe. It seemed to offer dramatic proof of what Europeans of the Enlightenment already believed. The independence of a New World was taken to signify the dawn of a New Era. It confirmed the sense of progress and rapid change. The New American Constitution and Bill of Rights seemed to prove that European ideas of liberty and equality, of the social contract, and the sovereignty of the people, could exist not only in books but in real life also.

All this inspired the confident outlook on the future without which there can be no revolutionary psychology. It is also part of a revolutionary psychology to have negative attitudes, a sense of alienation or rejection of the existing order. This, too, was produced in Europe by the American Revolution, especially among middle-class people, who were beginning to resent the superiority of the aristocracy, and were made more dissatisfied by what they heard or read of America. It can be very unsettling for any social order and can undermine the basis of political loyalty, when a great many people have their minds forever fixed upon another country which they believe to be free of the faults of their own, and where they think that their deepest wishes for their own country are already in process of fulfillment. Whether or not we Americans approve of this sort of thing today, the truth seems to be that the infant United States, in the critical years which preceded the French Revolution, had precisely this effect upon the existing order in France and Europe.

Endless examples could be given, of which I shall offer only two. One concerns L. G. Bourdon, an interpreter at the French Foreign Office, where he had as a colleague the young Edmond Genêt. This is the Genêt, always called *Citizen Genêt* in American history, who so horrified the Federalists a few years later when he was minister to the United States; we catch a glimpse of what the young nobleman Genêt, who soon became an ardent revolutionary, might be absorbing from his middle-class colleague, Bourdon. In 1786 Bourdon wrote a poem on America. It abounds in every cliché known to the French Enlightenment:.... The Americans are unspoiled children of nature, and at the same time Philosophers who follow reason and respect humanity; they enjoy equality, brotherhood, religious freedom, and happiness.... Perhaps Bourdon unduly idealized or even misunderstood the United States. The point, however, is the implied criticism of his own country for its lack of these qualities which he so glowingly ascribes to the new land across the sea.

The other example is that of
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1. This passage was written
   1. Europeans
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   1. French writers were
   2. Americans formed a B
   3. European revolutiona Revolution
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The other example is that of Mme. Roland. During the French Revolution she was to figure as an important political hostess. Before the Revolution she sat at home, writing long letters to her husband, who was an inspector of manufacturers in the government service. Mostly she told him the news of servants, babies, food, visits with neighbors, and the books she had been reading, but at one point she rose to a high pitch of indignation. She was annoyed at the trouble he was having with some of his colleagues. She was outraged that this "virtuous man," as she called her worthy spouse to his face, or at least in writing, should have to deal with such vile creatures. She thought the French government "frightful" for not seeing his merits. The situation was so bad, she said, that she wished they might flee together to the wilderness of Pennsylvania. Of course Mme. Roland was too well off to have any real intention of emigrating. But it was harder for her to accept conditions in her own country when she could have such dreams of America....

Assessment of Comprehension

1. This passage was written for readers who are
   1. Europeans
   2. Americans
   3. Asians
   4. citizens of any country
2. The main idea of this passage is that
   1. French writers were influenced by the American Revolution
   2. Americans formed a Bill of Rights
   3. European revolutionaries were influenced by the American Revolution
   4. many Frenchmen dreamed of emigrating to America
3. The French Citizen Genêt was
   1. a nobleman
   2. a peasant
   3. a member of the middle-class
   4. a merchant

4. It can be concluded from the passage that Mme. Roland was

    1. a world traveler
    2. dissatisfied with marriage
    3. a local gossip
    4. dissatisfied with the French government

5. The word *indignation* in this passage means

    1. fear
    2. anger
    3. happiness
    4. boredom

6. Middle-class Europeans were most affected by the American Revolution because they

    1. resented the authority of the European aristocracy
    2. were not getting enough to eat
    3. were unable to own land
    4. were not allowed religious freedom

7. L. G. Bourdon, an interpreter for the French Foreign Office and a friend of Citizen Genêt, was a

    1. nobleman
    2. peasant
    3. member of the middle-class
    4. soldier

There was a time, and not so long ago, when most women approached the age of 40 with fear and trepidation.

Old wives' tales about the horrors of the menopause, the change of life, circulated at every tea table. Even doctors, mostly male, perpetrated the rumors.

In one popular doctor book—in 1927, mind you—I read, among other distressing things about the menopause:

"The active period of female sexual life is about 30 to 35 years....She is conscious that while her mate is still vigorous, she is no longer capable of being his mate....At the menopause the woman feels her essential femininity departing from her.... There is a strong tendency to the deposit of fat, particularly round the buttocks....Mental instability and depression are almost invariable....Sometimes she is totally shipwrecked."

Such stuff and nonsense!

Today, the modern woman knows that her sexual life can go on indefinitely. Her femininity lasts forever, though her reproductive organs no longer function as they did in her 20's.

If there is an excess of fat, it is possibly because she eats too much and exercises too little.

Mental instability and depression may be caused by a thousand things unrelated to the menopause. As for complete "shipwreck," the rare and usually temporary psychoneurosis known as involutional melancholia is not attributable to the menopause alone.

The reasons for this change of attitude about the menopause are twofold: new and perfected medical care, especially with the easily administered hormones; and better education about "female troubles."

Any woman who can read a magazine or listen to a radio is told repeatedly that suffering and sadness at this period of life are unnecessary. Help is at hand.

And any husband or daughter of a woman in the house who is moping and groaning over her menopausal miseries should take her by the top of her teased blonde hair straight to a gynecologist—or the family doctor.

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Assessment

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    2. women have no reason to
    3. more doctors should be
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    4. men also experience the
2. From the tone of this Exerc
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    3. sympathetic toward thos
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    4. not in favor of using d
       menopause

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A selfish menopausal woman can be a terrible burden to young members of the family who don't know how to handle the situation.

In emergencies, a psychiatrist may be consulted; but more often than not, a simple explanation of the whys and wherefores of the menopause, plus temporary prescriptions, will dispel symptoms quite promptly.

Assessment of Comprehension

1. The author is attempting to make the reader feel that
    1. women have acted foolishly about this subject
    2. women have no reason to fear the menopause
    3. more doctors should be trained to recognize the symptoms of the menopause
    4. men also experience the menopause
2. From the tone of this Exercise the reader might infer that the author is
    1. sympathetic toward women who blame their melancholia on the menopause
    2. not sympathetic toward women who blame their melancholia on the menopause
    3. sympathetic toward those who must coddle women experiencing the menopause
    4. not in favor of using drugs to relieve the melancholia of the menopause

SS7 AN UNPOPULAR LAW IN BOSTON 1/2

On the evening of May 24, 1854, Burns, a 24-year-old Negro, left the Brattle Street clothing store where he had been working for a month since his escape from slavery in Virginia. As he passed the corner of Hanover and Court streets, a man touched him on the shoulder. "Stop, old boy!" the man said, and then explained that he was under arrest for having robbed a jewelry store. Burns halted in bewilderment. Instantly, six or seven men surrounded the Negro, picked him up by the arms and legs, and carried him down the middle of the street to the court house.

At the entrance, a United States marshal was waiting with a drawn sword. The men then hurried the prisoner up several flights of stairs to a jury room that was to serve as a cell. Suddenly Burns realized what had happened: he had been arrested, not as a jewel thief but as a fugitive slave.

This suspicion was immediately confirmed when Colonel Suttle, his former owner, entered the jury room. "How do you do Mr. Burns?" Suttle sarcastically greeted him. "Why did you run away from me?" The Negro replied: "I fell asleep on board the vessel where I worked, and, before I woke up, she set sail and carried me off." That was enough: Burns had recognized Suttle and tried to justify his escape; in effect, he had confessed that he was a fugitive slave.

Soon afterwards, Burns was taken before Commissioner Edward Loring who was to rule on the case. According to the law, Commissioner Loring declared, the case was perfectly plain and the decision totally inevitable: Burns must be given over to his former master. Many Bostonians resisted the Commissioner's decision.

"See to it. . .that Anthony Burns has no master but his God!" said Wendell Phillips, a lawyer famed for his oratory, as he addressed a meeting at Faneuil Hall on May 26.

The Rev. Theodore Parker followed Phillips' speech with one still more passionate:

"Well, gentlemen, I say there is one law—slave law, it is everywhere. There is another law, which also is a finality; and that law, it is in your hands and your arms, and you can put that in execution just when you see fit. Gentlemen, I am a clergyman and a man of peace; I love peace. But there is a means, and there is an end; liberty is the end, and sometimes peace is not the means toward it."

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outside of town: "Sons of
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By 11 o'clock, Court Squar
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By this time many at the meeting were ready to launch an attack on the court house that very night. Phillips managed to quiet them down, until suddenly a man at the entrance door shouted: "Mr. Chairman, I am just informed that a mob of Negroes is in Court Square attempting to rescue Burns. I move that we adjourn to Court Square." No one waited for a vote. The crowd poured out of Faneuil Hall, surged around the court house, and began to assault it with a battering ram.

The door soon was broken enough for two men at the front, the Rev. Thomas Wentworth Higginson and a nameless Negro, to enter. They quickly reappeared, cut by the swords and clubs of the defending officials inside. The mob pressed forward with new anger. Then one of the marshal's men within the court house fell beside the door with a mortal stab wound. The crowd now drew back, dismayed by this flow of blood. They soon dispersed.

Meanwhile, the more peaceful antislavery people had begun negotiating with Colonel Suttle for the purchase of the captive Negro. Suttle's price was $1,200 cash. The money was raised and a bill of sale was about to be drawn up when the United States district attorney intervened. He objected that the sale should not be made until the commissioner had decided the case. He also pointed out that Massachusetts law forbade selling a man. The bargain fell through.

Now the antislavery forces had only one more chance of saving Burns: to prevent the federal officers from getting the fugitive onto the ship moored in the harbor, one-third of a mile away from the court house. Handbills were circulated through the city, urging the people to "Watch the Slave Pen!!" Notices were mailed to residents outside of town: "Sons of the Puritans," the message declared, "come to watch the removal of Burns with courage and resolution in your hearts; but, this time, with only such arms as God gave you."

At 8:30 on the morning of June 2, the troops (which the fearful federal officials had requested) paraded on Boston Common. In all there were 22 companies, including two cavalry units, totaling over 1,000 soldiers.

By 11 o'clock, Court Square was packed with sullen Bostonians. Above them, at the eastern door of the court house, stood a loaded cannon pointing at the crowd. The tension grew. Finally, at 2 o'clock, the troops formed a column and began to march toward the wharf, followed by Burns in the middle of an armed posse. Thousands of people lined the route. So did the symbols of their feelings: a black coffin hung from a window opposite the Old State House, decorated by a banner reading, "The Funeral of Liberty." Nearby, an American flag was draped in mourning.

In the end, however, Burns was put aboard the ship and sent to Richmond. There he stayed in a cell, his wrists and ankles shackled, for four months until he was sold to a North Carolina slaveholder.

Assessment of Comprehension

1. Burns was arrested on a charge of

    1. being a fugitive slave
    2. killing a man
    3. public intoxication
    4. robbing a jewelry store

2. Burns was tricked into admitting he was a fugitive slave by

    1. Commissioner Loring
    2. Wendell Phillips
    3. Colonel Suttle
    4. Rev. Theodore Parker

3. Suttle was offered $1,200 for Burns by

    1. an antislavery group of Boston
    2. Thomas Wentworth Higginson
    3. a slaveholder in North Carolina
    4. Commissioner Loring

4. Many citizens of Boston, upon hearing of the plan to return Burns to his former owner

    1. raised a protest
    2. endorsed the action
    3. sought to make a profit on the transaction
    4. attempted to kill Burns

5. Burns was finally removed from Boston by

    1. a sympathetic sea captain
    2. federal troops
    3. an antislavery group
    4. a nameless Negro

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Twenty-five percent of all people who have ever lived are now alive; in the near future, the percentage may reach fifty. World population now increases at a rate of 2.2 per second, 132 per minute, 190,000 per day, more than 1.3 million per week, about 72 million a year, or about one billion in fifteen years. World population reached one billion about 1800 and two billion about 1930; in 1975, it will probably pass the four billion mark. This fantastic explosion of people may well be the most significant development of the late twentieth century.

Knowledge grows at a similar rate. About every ten years, the total amount of mankind's knowledge doubles. About a million significant articles now appear each year in more than 15,000 learned journals printed in hundreds of languages. Like population growth, the increase in knowledge will transform the modern world.

During this century, the world's population has shifted from rural to urban areas. Experts predict that by the year 2000, one quarter of the world's population will live in cities whose population exceeds 100,000. By 2050, half the world's people will live in such cities. The 1960 United States census indicated that 70 percent of Americans already lived in urban areas. This great transition has become possible because scientific knowledge and mechanization have made farmers so productive. About five percent of the population of the United States can now feed the entire nation.

Two sets of figures may help to indicate the growth of technology in the twentieth century. About half of all the energy used by mankind throughout history has been consumed within the last hundred years. And about half of the metals mined from the earth have been removed since about 1910, a period within the lifetime of most grandparents of today's high school students. No wonder that change tumbles upon change with bewildering rapidity.

The twentieth century has seen a host of new developments. Movies, radio, and television have revolutionized communications. Airplanes have linked every corner of the world. New 490-passenger jets fly from New York to London in five hours. Rockets link man to the moon and to planets far in space. Scientists use nuclear energy to power ships and manufacture electricity. The computer is working an electronic revolution in industry. With the discovery of DNA, scientists may be able to control evolution. They have already transplanted hearts and fitted plastic organs into human bodies. The list is endless. In 1967, the United States Government issued almost 70,000 patents to inventors.

Assessment of C

1. Which of the four topics below i

   1. population shift
   2. population explosion
   3. technological growth
   4. knowledge explosion

2. From this passage it is safe to
   will consider the twentieth cent

   1. pollution problems
   2. international wars
   3. fantastic growth
   4. computerization

3. In 1930, the world population re

   1. six million
   2. two billion
   3. four billion
   4. one billion

4. According to this passage, which
   ment of the late twentieth centu

   1. knowledge explosion
   2. nuclear explosion
   3. technological explosion
   4. population explosion

5. According to this passage, grea
   because of

   1. better communications syste
   2. greater agricultural produc
   3. better transportation syste
   4. greater scientific knowledg

6. From this passage it can be inf
   improved since

   1. 1816
   2. 1920
   3. 1800
   4. 1910

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Assessment of Comprehension

1. Which of the four topics below is discussed third in this passage?

   1. population shift
   2. population explosion
   3. technological growth
   4. knowledge explosion

2. From this passage it is safe to conclude that future generations will consider the twentieth century as a period of

   1. pollution problems
   2. international wars
   3. fantastic growth
   4. computerization

3. In 1930, the world population reached

   1. six million
   2. two billion
   3. four billion
   4. one billion

4. According to this passage, which is the most significant development of the late twentieth century?

   1. knowledge explosion
   2. nuclear explosion
   3. technological explosion
   4. population explosion

5. According to this passage, greater urbanization has come about because of

   1. better communications systems
   2. greater agricultural productivity
   3. better transportation systems
   4. greater scientific knowledge

6. From this passage it can be inferred that mining techniques have improved since

   1. 1816
   2. 1920
   3. 1800
   4. 1910

TH

The countries which are considered developed, rather than underdeveloped, are those like the United States, Canada, England, and others. People who live in these countries, for the most part, have decent standards of living. This does not mean that these countries have no poor people. They do. It does mean though that in these countries, the majority of the people have enough to eat, adequate clothing, and decent homes. They have these things because they have the skills and the factories and the farms which are able to produce the goods and services that go to make up a satisfactory standard of living.

Most of the people of the world are poor, however. Particularly is this true of the people of South-East Asia, Black Africa, and Latin America. Many people in Black Africa, for example, have no opportunity to be educated. They have not been able to learn skills. They live very primitively. For example, they do not have complex machines, big industries, or houses such as Americans and Canadians have. This does not mean that as human beings they are inferior. It does not mean they are less intelligent. Not at all. It does mean that they live in countries where for various reasons the human and natural resources have not been developed.

Many of these countries have great potential in human skills. When the people can be educated, they may learn these skills. But this takes a long time. These countries often have tremendous natural resources, many of them yet unused or discovered. The underdeveloped countries lack the technical knowledge of how to use these resources, the capital for producing goods, and the skills of development.

It is estimated that at least two-thirds of the world's people live in areas that are economically underdeveloped. These people often live under conditions that most Americans find hard to believe. Many of these people lack the goods and services which we have come to think of as a necessary and expected part of our lives. Many of these people do not have enough food to eat. Many have no decent housing. Some have no homes at all. Many of these areas are plagued by a variety of diseases which in our country science has been able to control or to wipe out. Life in many of these countries is short. People who spend their lives in back-breaking manual labor, without the help of labor-saving machines, often do not live as long. In some parts of China, where animals are scarce, human beings are used instead. The lives of such people are extremely hard and short.

Assessment of C

1. The main purpose of this passage
   1. discuss economics
   2. contrast developed and under
   3. compare life in the United S
   4. discuss the development of n
2. The word *however* in this passage
   1. comparison
   2. similarity
   3. contrast
   4. finality
3. From this passage it can be infe
   1. is pleading for aid to under
   2. is contrasting underdevelope countries
   3. is showing the similarities developed countries
   4. is illustrating the goods a underdeveloped countries
4. From this passage one can conclu
   1. disregards the potential of
   2. deplores the living conditio
   3. illustrates the contributio
   4. recognizes the great potenti
5. In this passage the word *potent*
   1. undeveloped
   2. developed
   3. discovered
   4. produced

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Assessment of Comprehension

1. The main purpose of this passage is to

   1. discuss economics
   2. contrast developed and underdeveloped countries
   3. compare life in the United States with that in Canada
   4. discuss the development of natural resources

2. The word *however* in this passage is used to show

   1. comparison
   2. similarity
   3. contrast
   4. finality

3. From this passage it can be inferred that the author

   1. is pleading for aid to underdeveloped countries
   2. is contrasting underdeveloped countries with developed countries
   3. is showing the similarities between developed and underdeveloped countries
   4. is illustrating the goods and services of both developed and underdeveloped countries

4. From this passage one can conclude that the author

   1. disregards the potential of underdeveloped countries
   2. deplores the living conditions in developed countries
   3. illustrates the contributions of developed countries
   4. recognizes the great potential of underdeveloped countries

5. In this passage the word *potential* means

   1. undeveloped
   2. developed
   3. discovered
   4. produced

SS10 HAWAII BECOMES AMERICAN 1/1

American influence in the Hawaiian Islands dates from the early 1800's, when trading ships paused for fresh water and supplies on the long voyages to China. Missionaries followed. For many years whaling vessels from New England were a familiar sight in Hawaiian ports. Then came planters and businessmen.

Americans liked the mild climate of these beautiful islands, where winter is unknown and summer is pleasantly cool. They established sugar plantations, raised livestock, learned to grow pineapples and other fruits, and rapidly took control of business life in the islands. Hawaii came to depend on the United States for most of its foreign trade. The Hawaiian government recognized this close relationship by granting the United States permission to build a naval base at Pearl Harbor, near Honolulu, on the island of Oahu.

Hawaii was a monarchy, ruled by a line of native kings and queens. In 1887 businessmen living in the islands forced the king to adopt a new constitution which took away most of his power. The king died a few years later and was succeeded by his sister, Liliuokalani. Queen Liliuokalani did not like the constitution. When she threatened to set it aside and take authority into her own hands, the businessmen and planters - mostly Americans - started a revolution. They made the queen give up her throne, and in 1894, Hawaii was declared a republic.

The men who controlled the new republic of Hawaii did not desire independence. Throughout the revolution they had received help and encouragement from the United States minister, and they lost no time asking the United States to annex their islands. President Harrison was willing enough, but Grover Cleveland turned down the proposal. He not only disliked the idea of acquiring overseas territory, but he also felt that the United States minister in Hawaii had acted improperly by aiding the revolutionists.

The result was that Hawaii continued as an independent republic for the next few years. In 1898, after the United States entered the war with Spain, Congress voted to annex Hawaii. With President McKinley's approval, we then took possession of the islands which, in 1959, became our fiftieth state.

Assessment o

1. The details in this passage ar
   1. most important to least im
   2. cause to effect
   3. least important to most im
   4. chronological

2. Which event caused the annexat the United States?
   1. the Hawaiian revolution
   2. Congressional action
   3. adoption of the Hawaiian c
   4. the building of a naval ba

3. The main idea of this passage
   1. the influence early trader
   2. Hawaii's economic growth
   3. the problems created by th
   4. the step-by-step developme

4. Prior to the American takeover by
   1. monarchists
   2. revolutionaries
   3. missionaries
   4. businessmen

5. Early in the 1800's, American for
   1. pineapples and other fruit
   2. sugar and livestock
   3. whale oil and cocoanuts
   4. fresh water and supplies

6. On which country did Hawaii de
   1. China
   2. England
   3. the United States
   4. Russia

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Assessment of Comprehension

1. The details in this passage are in the following order

   1. most important to least important
   2. cause to effect
   3. least important to most important
   4. chronological

2. Which event caused the annexation of Hawaii as a possession of the United States?

   1. the Hawaiian revolution
   2. Congressional action
   3. adoption of the Hawaiian constitution
   4. the building of a naval base at Pearl Harbor

3. The main idea of this passage is to show

   1. the influence early traders had on Hawaii's development
   2. Hawaii's economic growth
   3. the problems created by the Hawaiian revolution
   4. the step-by-step development of American influence in Hawaii

4. Prior to the American takeover, Hawaii was governed the longest by

   1. monarchists
   2. revolutionaries
   3. missionaries
   4. businessmen

5. Early in the 1800's, American ships stopped regularly at Hawaii for

   1. pineapples and other fruits
   2. sugar and livestock
   3. whale oil and cocoanuts
   4. fresh water and supplies

6. On which country did Hawaii depend for most of its foreign trade?

   1. China
   2. England
   3. the United States
   4. Russia

Our educational progress during the American period was amazing. There was a great increase in the number of schools (public and private) and in enrollment. Our children, thirsting for knowledge, readily attended classes, and their parents made great sacrifices to support their schooling. "No people," remarked Governor Frank Murphy, "ever accepted the blessings of education with more enthusiasm than the Filipinos." Our government revenues could not keep pace with the growth of school enrollment, so that every year thousands of children could not be accommodated in the public schools for lack of rooms, teachers, and funds. In 1935, there were 7,330 public schools staffed by 27,855 teachers and with a total enrollment of 1,220,212; at the same time, there were about 400 private educational institutions with a total enrollment of 97,500.

Our educational progress under America went beyond these cold figures. Owing to the development of education, our people have become more literate, more enlightened, more sports-minded, and more democratic. They have become better citizens of our fatherland. Our rate of illiteracy, which was 55.8 per cent in 1903, dropped to 51.2 per cent in 1939.

Assessment of Comprehension

1. This passage was written by

    1. an American
    2. a Filipino
    3. an Englishman
    4. an Austrian

2. Which statement below is an opinion?

    1. *government revenues could not keep pace with the growth of school enrollment*
    2. *in 1935, there were 7,330 public schools*
    3. *our children, thirsting for knowledge, readily attended classes*
    4. *our rate of illiteracy dropped to 51.2 per cent*

3. The main idea of this passage

    1. many Americans live in th
    2. Filipino schools are over
    3. Filipinos have become mor
    4. education has benefited t

4. Governor Frank Murphy's stater *blessings of education with m* can be considered

    1. a fact
    2. an opinion
    3. a falsehood
    4. incorrect information

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3. The main idea of this passage is that

   1. many Americans live in the Philippines
   2. Filipino schools are overcrowded
   3. Filipinos have become more sportsminded since 1935
   4. education has benefited the people of the Philippines

4. Governor Frank Murphy's statement, *No people ever accepted the blessings of education with more enthusiasm than the Filipinos*, can be considered

   1. a fact
   2. an opinion
   3. a falsehood
   4. incorrect information

There were probably as many reasons for coming to America as there were people who came. It was a highly individual decision. Yet it can be said that three large forces—religious persecution, political oppression and economic hardship—provided the chief motives for the mass migrations to our shores. They were responding, in their own way, to the pledge of the Declaration of Independence: the promise of "life, liberty and the pursuit of happiness."

The search for freedom of worship has brought people to America from the days of the Pilgrims to modern times. In our own day, for example, anti-Semitic and anti-Christian persecution in Hitler's Germany and the Communist empire have driven people from their homes to seek refuge in America. Not all found what they sought immediately. The Puritans of the Massachusetts Bay Colony, who drove Roger Williams and Anne Hutchinson into the wilderness, showed as little tolerance for dissenting beliefs as the Anglicans of England had shown to them. Minority religious sects, from the Quakers and Shakers through the Catholics and Jews to the Mormons and Jehovah's Witnesses, have at various times suffered both discrimination and hostility in the United States.

But the very diversity of religious belief has made for religious toleration. In demanding freedom for itself, each sect had increasingly to permit freedom for others. The insistence of each successive wave of immigrants upon its right to practice its religion helped make freedom of worship a central part of the American creed. People who gambled their lives on the right to believe in their own God would not lightly surrender that right in a new society.

The second great force behind immigration has been political oppression. America has always been a refuge from tyranny. As a nation conceived in liberty, it has held out to the world the promise of respect for the rights of man. Every time a revolution has failed in Europe, every time a nation has succumbed to tyranny, men and women who love freedom have assembled their families and their belongings and set sail across the seas. Nor has this process come to an end in our own day. The Russian Revolution, the terrors of Hitler's Germany and Mussolini's Italy, the Communist suppression of the Hungarian Revolution of 1956, and the cruel measures of the Castro regime in Cuba—all have brought new thousands seeking sanctuary in the United States.

The economic factor has been more complex than the religious and political factors. From the very beginning, some have come to America in search of riches, some i because they were bought and sold a

Assessment of

1. The author considers the action fatherlands often
   1. cowardly
   2. traitorous
   3. justified
   4. a burden to the country rec
2. The words *mass migrations to ou* writer as
   1. a Jew
   2. an American
   3. a Christian
   4. an Englishman
3. The main idea of this passage i sentence of paragraph
   1. one
   2. two
   3. three
   4. five
4. According to the author what gr country ...*because they were b*
   1. the slaves
   2. the Pilgrims
   3. the Jews
   4. the Puritans
5. The force influencing immigrati the least treatment in this pas
   1. recreational opportunities
   2. political oppression
   3. religious persecution
   4. economic hardship

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ginning, some have come to America in search of riches, some in flight from poverty and some because they were bought and sold and had no choice.

Assessment of Comprehension

1. The author considers the action of people immigrating from their fatherlands often
    1. cowardly
    2. traitorous
    3. justified
    4. a burden to the country receiving the immigrants
2. The words *mass migrations to our shores* at once identify the writer as
    1. a Jew
    2. an American
    3. a Christian
    4. an Englishman
3. The main idea of this passage is best expressed in the topic sentence of paragraph
    1. one
    2. two
    3. three
    4. five
4. According to the author what group of immigrants came to this country *...because they were bought and sold and had no choice*?
    1. the slaves
    2. the Pilgrims
    3. the Jews
    4. the Puritans
5. The force influencing immigration to the United States receiving the least treatment in this passage is
    1. recreational opportunities
    2. political oppression
    3. religious persecution
    4. economic hardship

6. Which force influencing immigration to the United States is developed the most by the author?

   1. recreational opportunities
   2. political oppression
   3. religious persecution
   4. economic hardship

7. In this passage the word *sanctuary* means a

   1. place of hardship
   2. place of safety
   3. place of terror
   4. place of worship

8. From some of the expressions the writer of this passage uses, one can conclude he is explaining American immigration to

   1. Americans
   2. Englishmen
   3. anyone
   4. religious dissenters

9. One can conclude that the writer of this passage

   1. believes in only religious immigration
   2. has a Puritan ancestry
   3. feels revolutions are an economic necessity
   4. has a strong faith in America as a refuge for the oppressed of the world

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SILENT SPRING

Rachel Carson

Some 7,000,000 pounds of parathion are now applied to fields and orchards of the United States - by hand sprayers, motorized blowers and dusters, and by airplane. The amount used on California farms alone could, according to one medical authority, "provide a lethal dose for 5 to 10 times the whole world's population."

One of the few circumstances that save us from extinction by this means is the fact that parathion and other chemicals of this group are decomposed rather rapidly. Their residues on the crops to which they are applied are therefore relatively short-lived compared with the chlorinated hydrocarbons. However, they last long enough to create hazards and produce consequences that range from the merely serious to the fatal. In Riverside, California, eleven out of thirty men picking oranges became violently ill and all but one had to be hospitalized. Their symptoms were typical of parathion poisoning. The grove had been sprayed with parathion some two and a half weeks earlier; the residues that reduced them to retching, half-blind, semiconscious misery were sixteen to nineteen days old. And this is not by any means a record for persistance. Similar mishaps have occurred in groves sprayed a month earlier, and residues have been found in the peel of oranges six months after treatment with standard dosages.

The danger to all workers applying the organic phosphorus insecticides in fields, orchards, and vineyards, is so extreme that some states using these chemicals have established laboratories where physicians may obtain aid in diagnosis and treatment. Even the physicians themselves may be in some danger, unless they wear rubber gloves in handling the victims of poisoning. So may a laundress washing the clothing of such victims, which may have absorbed enough parathion to affect her.

Malathion, another of the organic phosphates, is almost as familiar to the public as DDT, being widely used by gardeners, in household insecticides, in mosquito spraying, and in such blanket attacks on insects as the spraying of nearly a million acres of Florida communities for the Mediterranean fruit fly. It is considered the least toxic of this group of chemicals and many people assume they may use it freely and without fear of harm. Commercial advertising encourages this comfortable attitude.

The alleged "safety" of malathion rests on rather precarious ground, although - as often happens - this was not discovered until the
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By the editorial staffs

All of us know someone who
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Happily, insect pests are n
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from nurseries and garden s

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For your guidance in recogn
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chemical had been in use for several years. Malathion is "safe" only because the mammalian liver, an organ with extraordinary protective powers, renders it relatively harmless. The detoxification is accomplished by one of the enzymes of the liver. If, however, something destroys this enzyme or interferes with its action, the person exposed to malathion receives the full force of the poison.

VEGETABLE GARDENING

By the editorial staffs of Sunset Books and *Sunset Magazine*

All of us know someone who used to raise vegetables, but gave up because "the bugs got em." (Maybe this is *you*?)

Happily, insect pests are no longer to be regarded with such great apprehension by home gardeners. In recent years there has been considerable scientific progress in the development of effective and easy-to-use sprays and dusts which can be purchased at a moderate cost from nurseries and garden supply stores.

The two basic types of insecticides are: 1) The contact type, for controlling sucking insects, such as aphids, and 2) stomach poisons, which kill the chewing insects, such as caterpillars . Immensely popular with home gardeners are the multi-purpose sprays and dusts, which contain insecticides of both types and, sometimes, also include a fungicide for control of certain diseases.

For your guidance in recognizing insecticide chemicals when you see their names on labels, here are some of the most common ones:

Rotenone, pyrethrum: These are relatively nonpoisonous to man and therefore can be used closer to harvest time than other insecticides. They control several kinds of sucking and chewing insects.

DDT, DDD, methoxychlor, lindane: Most effective on chewing pests. These have a long residual effect; check labels to be sure you are not spraying too close to the harvest date. On some vegetables, they should not be used after fruit starts to form.

Malathion: An excellent contact spray for sucking insects. Found in many multi-purpose products. For most vegetables should not be used within 3 to 7 days of harvest date (follow label instructions).

Nicotine sulfate: A contact spray, particularly effective against aphids and thrips. Found in several multi-purpose sprays.

Chlordane, aldrin, dieldrin, heptachlor: Don't use these on the edible parts of vegetables - they are primarily soil insecticides for control of chewing insects. Use them at planting time or when plants are very young; they will remain effective for several weeks.

After reading the above, it is obvious that vegetables should always be washed before they are eaten. However, what many home gardeners do not realize is that not even washing will remove all traces of chlordane and certain other sprays which must be used with caution on the edible parts of vegetables. *Always follow directions on the labels.*

Here are several points to bear in mind when you spray:

1. Be careful not to inhale any of the insecticide, and don't get it in your eyes. Some gardeners use simple face masks, such as used by painters.
2. Hand-picking of pests when you see them is highly recommended (unless this practice makes your stomach do flip-flops).
3. Don't spray too much or too often; here again, follow label directions.

DEATHS FROM PARATHION

Editorial, *N.Y. Times*, August 21, 1970

After he planted his nine acres of tobacco this spring, Clarence Lee Boyette came to a store here to buy pesticides. He wanted something to kill the worms that can riddle tobacco leaves - something like DDT, which he had used for more years than he could recollect.

The man at the store suggested parathion because DDT could not be used on tobacco if a farmer wanted to qualify for Government price supports. Parathion went by the local trade name of "Big Bad John," and all the farm experts said it was a "sure-fire killer."

And so it was. No budworms or hornworms "worried" his crop, Mr Boyette said. But his youngest son, Daniel, 7 years old is dead. Another son, 11-year-old Curtis, barely escaped death. They were poisoned by parathion.

Several dozen other cases of serio
among young people, have occurred
this summer. Doctors at Duke Univ
report five fatalities since late
sure that at least two of the deat
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Although parathion poisoning is no
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Several dozen other cases of serious parathion poisoning, mostly among young people, have occurred across this tobacco-growing state this summer. Doctors at Duke University's Poison Control Center report five fatalities since late July. State health officials are sure that at least two of the deaths came from exposure in sprayed tobacco fields.

Although parathion poisoning is not new, the deadly outbreak this year represents a classic case of what can happen in an environment-conscious society when one pesticide is replaced by another, less familiar one, such as parathion or related organic phosphates.

The problem with DDT is its *durability*. Being an extremely stable chemical, it can pass from field to animals to humans sometimes becoming more dangerous as its residues accumulate along the food chain.

Parathion decomposes fairly fast, but presents a more immediate threat. It is 300 times more toxic than DDT, for it is a member of the same chemical family as the nerve gas that the Army dumped in the Atlantic Ocean earlier this week.

Dr. Martin P. Hines, director of the epidemiology division of the North Carolina Board of Health, who is investigating the deaths, commented: "Only one thing I'm ready to say now is that parathion is too deadly a pesticide to be distributed without any type of control on it."

"The stuff is everywhere," Dr. Hines continued, "and most of it is not under lock and key. Something should be done at a national level to restrict the use of such a potent and lethal pesticide."

Symptoms of Poisoning

In fruit and vegetable farms of California, it is not uncommon for workers coming into contact with the pesticide to faint, become nauseated or go into convulsions. Six of the nine pesticide poisoning cases in Dade County, Fla., this year including two fatalities, were traced to parathion, which is used extensively on vegetables.

"Over the last four or five years," said Dr. John Davies of the University of Miami School of Medicine, "parathion has been the leading insecticide responsible for poisoning and death."

Parathion can be dangerous for several weeks after it is sprayed on a crop. Workers going into a sprayed field can breathe vapors from it or touch the chemical still on the leaf. The skin readily absorbs parathion. It is most lethal during application by spraying or when the liquid is spilled.

Scientists from the United States Department of Agriculture visited the North Carolina tobacco country this week to collect soil and leaf samples where parathion sickness had occurred. They expect to report their findings and recommendations in a week or two.

Parathion presents agriculture experts with a problem. They want to protect the farmer's life, but they also want to protect his livelihood - the crops.

"The farmer is told not to use DDT and now if you take parathion away from him, you've taken his livelihood," Dr. W. Y. Coob, a chemist with the North Carolina Department of Agriculture, said. "What do we do? We don't know if there is an acceptable substitute for parathion."

To Joseph Koonce, county agriculture agent at Kinston, near here, the problem may be simply that farmers are not handling the chemical with proper care. Mr. Koonce said that the jugs of the pesticide that Mr. Boyette used were labeled as dangerous.

The label on "Big Bad John" reads:

"Poisonous if swallowed, inhaled or absorbed through skin! Rapidly absorbed through skin! Do not get in eyes, on skin or on clothing. Wear natural rubber gloves, protective clothing and goggles."

Mr. Boyette, a burly 38-year-old farmer, concedes that he did not read the label. "If he had read it," his wife interjected, "he wouldn't have knowed those big words."

The Boyettes recalled that no one in the family had entered the sprayed fields until well after a five-day waiting period that is recommended.

On July 31, after a long day in the field, they said, Daniel ate supper and went to bed. During the hot humid night, he cried out for covers. The next morning he was found dead in bed.

Five days later, Curtis fainted at the barn and was rushed to a hospital in Chapel Hill in time to save his life with injection of the antidote, atropine. Examinations showed that all the family had absorbed so much parathio
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Editorial, *N.Y.*

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found dead in bed.

e barn and was rushed to a
ve his life with injection
ons showed that all the family

had absorbed so much parathion in their systems that one more trip to the tobacco field might trigger a fatal reaction.

The Boyette case has led some health authorities to question whether the five-day waiting period is sufficient.

NO IMPROVEMENT

Editorial, *N.Y. Times*, August 23, 1970

The tragic wave of parathion poisonings in the South, mostly of children, raises some extremely pressing questions for the Federal Government: If the use of DDT is to be discouraged or banned altogether -- as we emphatically believe it should be -- doesn't the United States owe its cotton, tobacco and fruit growers the most authoritative advice on safe substitutes? Doesn't it, in fact, owe them whatever financial aid they may need to make up the difference in cost?

The danger of hard pesticides like DDT is now too well established to warrant any defense of their continued use. Though less immediately toxic than parathion and related chemicals, DDT increases its lethal touch from plant to insect, to fish or bird, to mammal. Building up in fatty tissue, it has such lingering power that two-thirds of the DDT man has sprayed since it came into wide use in World War II is believed to be still active.

Yet farmers are often hard put to it to make a sudden change. Most of the substitutes, while far quicker to dissipate, are much more toxic in the first few days after use. The cost, moreover, may range from twice to six times as much as DDT, making the switch sometimes as painful economically as it is physically.

Here is clearly an area where the country can afford neither to dawdle, as Secretary of Agriculture Hardin seems bent on doing, nor to rush headlong toward dangers possibly as great. Relieved of some of its responsibilities by the recent executive reorganization, the Agriculture Department should find the resources to test and determine the best substitutes available, including the biological. When it does, what better use for farm subsidy funds than to help growers meet added cost, enabling them to save their crops without risk of losing their children?

Assessment of Comprehension

1. Americans are gradually becoming aware of the realization that pesticides are
    1. harmful and can have fatal deadly effects on those who are exposed to them
    2. not harmful as long as antidotes are available to counteract the poisonous effects
    3. safe to use because the enzymes of the liver perform a detoxification process
    4. a necessary evil
2. Of the many pesticides in use, the one acknowledged to have been used over the longest period of time is
    1. parathion
    2. malathion
    3. pyrethrum
    4. DDT
3. The insecticide considered the least toxic is
    1. lindane
    2. parathion
    3. malathion
    4. pyrethrum
4. The apparently harmless effect of malathion on humans was due to the fact that
    1. it is only sprayed in small amounts
    2. the enzymes of the liver detoxify its poisonous effects
    3. it decomposes rapidly
    4. it was not used as extensively as the other pesticides on the market
5. Parathion is known by its local trade name as
    1. hookworm
    2. DDT
    3. "Big Bad John"
    4. rotenone
6. Home gardeners use either or both generally referred to as
    1. contact type and stomach poiso
    2. spray and nonspray
    3. wet and dry
    4. light and heavy
7. Despite the many poisonous insecti saved from extinction because
    1. fruits and vegetables are care
    2. most chemicals used in insecti
    3. Americans are an extremely hea
    4. few people today eat fruits an
8. Many fatal deaths occur from the u average user does not
    1. investigate thoroughly the pot newly introduced varieties
    2. use them at the proper time
    3. seek the advice of the local a
    4. apply them to crops before sun
9. The problems created by the use of have reached such huge proportions made on
    1. a local level
    2. a state level
    3. a national level
    4. farm group level
10. The leading insecticide responsibl recent years is
    1. rotenone
    2. LSD
    3. parathion
    4. malathion

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6. Home gardeners use either or both of two basic types of insecticides, generally referred to as

    1. contact type and stomach poisons
    2. spray and nonspray
    3. wet and dry
    4. light and heavy

7. Despite the many poisonous insecticides used, humans have been saved from extinction because

    1. fruits and vegetables are carefully washed before consuming
    2. most chemicals used in insecticides decompose rapidly
    3. Americans are an extremely healthy group
    4. few people today eat fruits and vegetables

8. Many fatal deaths occur from the use of pesticides because the average user does not

    1. investigate thoroughly the potential poisonous effects of newly introduced varieties
    2. use them at the proper time
    3. seek the advice of the local agricultural agent
    4. apply them to crops before sunrise

9. The problems created by the use of these poisonous insecticides have reached such huge proportions that restrictions must now be made on

    1. a local level
    2. a state level
    3. a national level
    4. farm group level

10. The leading insecticide responsible for poisoning and death in recent years is

    1. rotenone
    2. LSD
    3. parathion
    4. malathion

11. Obvious symptoms of insecticide poisoning are

    1. sleepiness and headaches
    2. fainting, nausea, and convulsions
    3. back and leg pains
    4. nervousness

12. The two items from *The New York Times* both mention the problem of

    1. writing simpler instructions with illustrations to accompany each pesticide
    2. finding inexpensive substitutes to replace the poisonous insecticides
    3. persuading the farmers to reject completely the use of insecticides
    4. training for farmers in the proper use of insecticides

13. Durability is a quality of

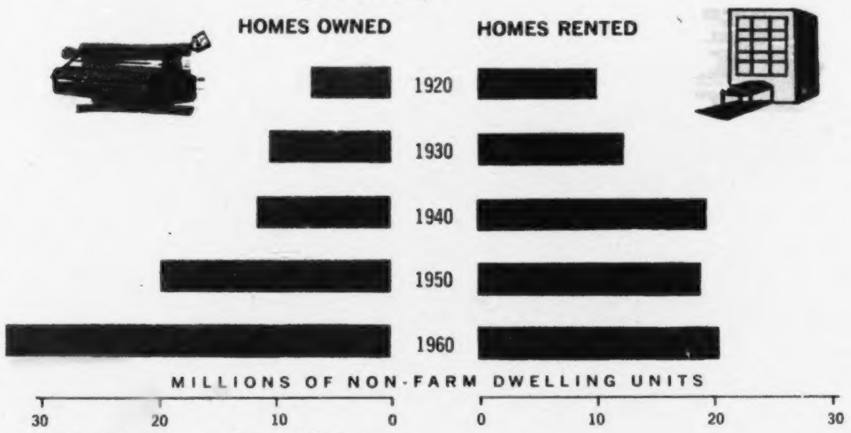
    1. parathion
    2. malathion
    3. DDT
    4. nerve gas

14. In the passages selected, actual conditions in California were described by

    1. *The New York Times* editorials of August 21 and 23
    2. *The New York Times* editorial of August 21 and *Vegetable Gardening*
    3. *Vegetable Gardening* and *Silent Spring*
    4. *The New York Times* editorial of August 21 and *Silent Spring*

HOME OWNERSHIP INCREASING

(NON-FARM)



Source: Dept. of Commerce, Bureau of the Census

As the number of families increases, more families rent homes and more families buy homes. But the number of homes owned increases faster than the number rented.

Assessment of Comprehension

1. More homes were rented in 1940 than in

    1. 1920, 1930, and 1960
    2. 1920, 1930, and 1950
    3. 1920, 1930, 1950, and 1960
    4. 1960

2. Twice as many homes were owned in 1950 as were owned in

    1. 1960
    2. 1920
    3. 1940
    4. 1930

3. Home ownership has sh

    1. World War I
    2. World War II
    3. The Great Depress
    4. The Korean War

3. Home ownership has shown its most marked increase following

   1. World War I
   2. World War II
   3. The Great Depression
   4. The Korean War

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e families rent homes and
of homes owned increases

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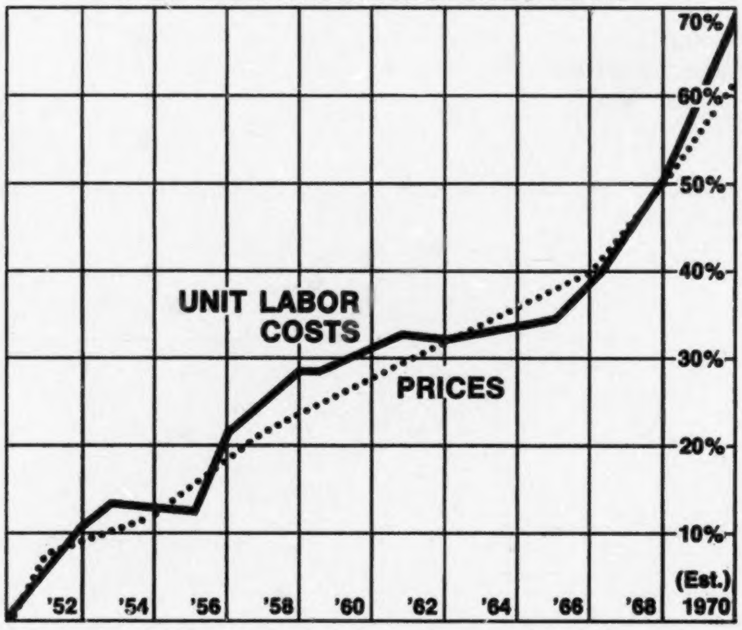
in

50 as were owned in

SS15 WAGE PRICE PROFILE 1/1

WAGE-PRICE PROFILE:
THE PERCENTAGE RISE OVER 20 YEARS



Assessment of Comprehension

1. Prices and Unit Labor Costs reached the same level in

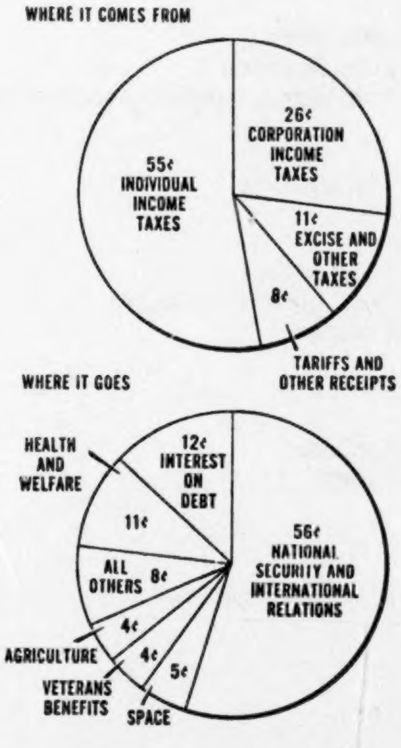
    1. 1958
    2. 1960
    3. 1962
    4. 1964

2. Unit Labor Costs were higher than Prices in the years spanning

    1. 1952-1956
    2. 1956-1962
    3. 1962-1966
    4. 1964-1968

THE BUDGET DOLLAR OF
THE FEDERAL GOVERNMENT

Fiscal Year 1966 Estimate



SOURCE: U. S. Bureau of the Budget, *Budget of the United States, 1966.*

Assessment of Comprehension

1. 45% of the national income is derived from
   1. individual income taxes, excise taxes, and tariffs
   2. corporation income taxes, excise taxes, and tariffs
   3. individual income taxes, corporation income taxes, and excise taxes
   4. individual income taxes, corporation income taxes, and tariffs

2. The largest amount of the nationa
   1. health and welfare
   2. national security and interna
   3. space
   4. interest on debt

3. The two areas on which an equal
are
   1. agriculture and veterans ben
   2. space and agriculture
   3. health and welfare and inter
   4. veterans benefits and space

4. The amount of income received fr
other taxes equals the amount ex
   1. interest on debt
   2. health and welfare
   3. space
   4. agriculture

5. What is the biggest source of in
   1. tariffs
   2. excise taxes
   3. corporation taxes
   4. individual income taxes

6. The combined expenditure on agri
equals that of the general categ
   1. space
   2. health and welfare
   3. interest on debt
   4. all others

7. The income from individual incom
expenditure for
   1. national security and intern
   2. health and welfare
   3. space
   4. veterans benefits

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he Budget,
, 1966.

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taxes, and tariffs
taxes, and tariffs
ation income taxes, and

ation income taxes, and

2. The largest amount of the national income is expended on

    1. health and welfare
    2. national security and international relations
    3. space
    4. interest on debt

3. The two areas on which an equal amount of the income is expended are

    1. agriculture and veterans benefits
    2. space and agriculture
    3. health and welfare and interest on debt
    4. veterans benefits and space

4. The amount of income received from the collection of excise and other taxes equals the amount expended for

    1. interest on debt
    2. health and welfare
    3. space
    4. agriculture

5. What is the biggest source of income for the Federal Government?

    1. tariffs
    2. excise taxes
    3. corporation taxes
    4. individual income taxes

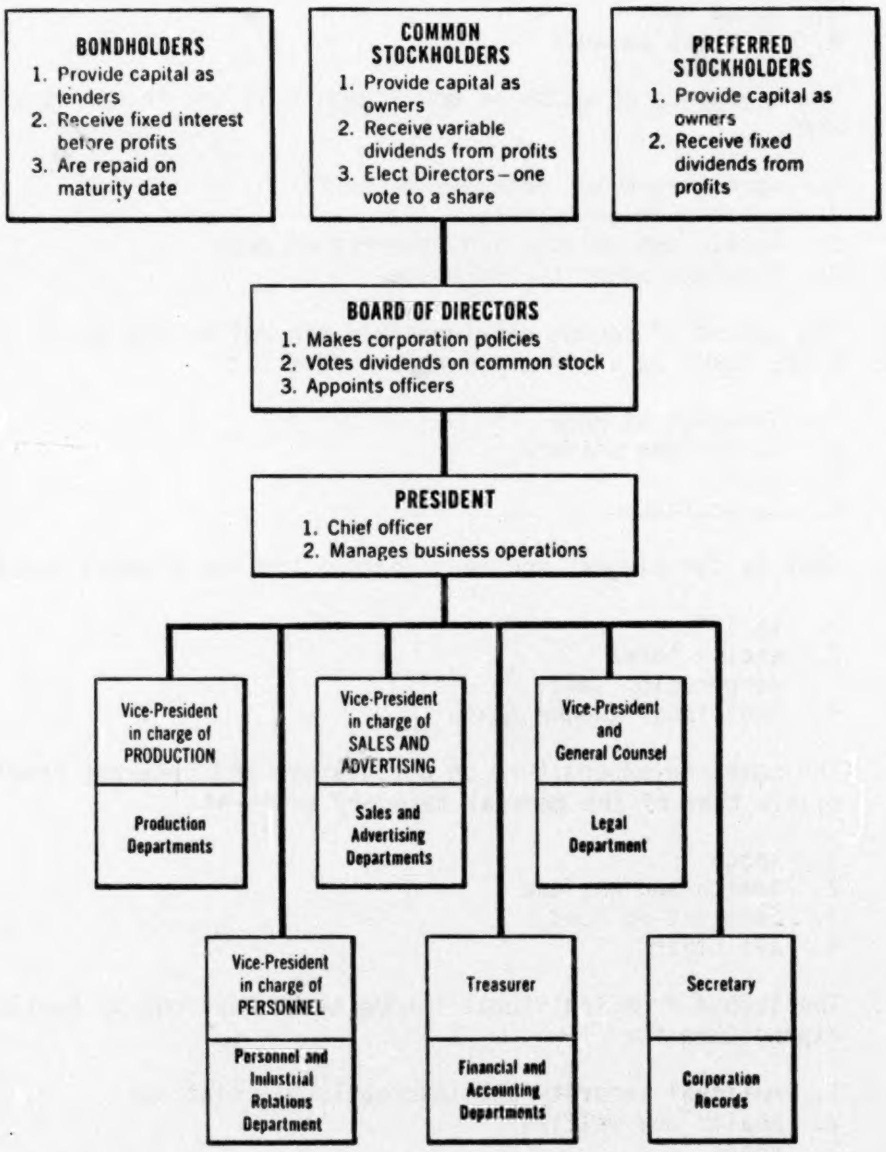
6. The combined expenditure on agriculture and veterans' benefits equals that of the general category entitled

    1. space
    2. health and welfare
    3. interest on debt
    4. all others

7. The income from individual income taxes most nearly equals the expenditure for

    1. national security and international relations
    2. health and welfare
    3. space
    4. veterans benefits

ORGANIZATION CHART OF A TYPICAL LARGE CORPORATION

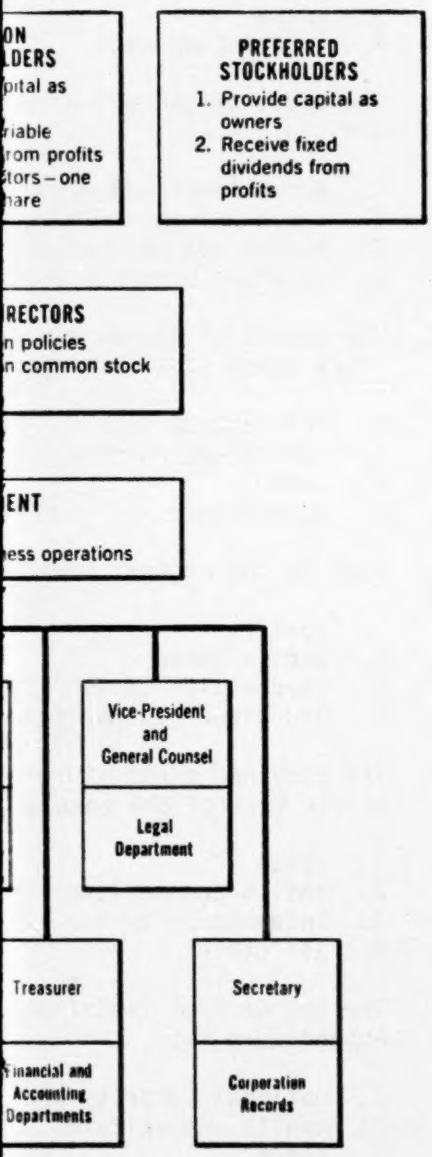

BONDHOLDERS
1. Provide capital as lenders
2. Receive fixed interest before profits
3. Are repaid on maturity date
COMMON STOCKHOLDERS
1. Provide capital as owners
2. Receive variable dividends from profits
3. Elect Directors – one vote to a share
PREFERRED STOCKHOLDERS
1. Provide capital as owners
2. Receive fixed dividends from profits
BOARD OF DIRECTORS
1. Makes corporation policies
2. Votes dividends on common stock
3. Appoints officers
PRESIDENT
1. Chief officer
2. Manages business operations
Vice-President in charge of PRODUCTION
Production Departments
Vice-President in charge of SALES AND ADVERTISING
Sales and Advertising Departments
Vice-President and General Counsel
Legal Department
Vice-President in charge of PERSONNEL
Personnel and Industrial Relations Department
Treasurer
Financial and Accounting Departments
Secretary
Corporation Records

Assessment of Compre

1. The board of directors is responsibl
    1. the bondholders
    2. the common stockholders
    3. the preferred stockholders
    4. all three - bondholders, common s stockholders
2. Corporation policy is made by
    1. the president
    2. the preferred stockholders
    3. vice-president and general couns
    4. the board of directors
3. Directors are elected by
    1. preferred stockholders
    2. common stockholders
    3. bondholders
    4. president
4. Business operations are managed by
    1. treasurer
    2. secretary
    3. board of directors
    4. president
5. Officers are appointed by
    1. vice-president in charge of pers
    2. president
    3. board of directors
    4. secretary
6. Capital, as a loan, is provided by
    1. bondholders
    2. common stockholders
    3. preferred stockholders
    4. board of directors

RGANIZATION 1/1

YPICAL LARGE CORPORATION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PREFERRED STOCKHOLDERS
1. Provide capital as owners
2. Receive fixed dividends from profits
RECTORS
n policies
n common stock
ENT
ess operations
Vice-President and General Counsel
Legal Department
Treasurer
inancial and Accounting Departments
Secretary
Corporation Records

Assessment of Comprehension

1. The board of directors is responsible directly to

    1. the bondholders
    2. the common stockholders
    3. the preferred stockholders
    4. all three - bondholders, common stockholders, and preferred stockholders

2. Corporation policy is made by

    1. the president
    2. the preferred stockholders
    3. vice-president and general counsel
    4. the board of directors

3. Directors are elected by

    1. preferred stockholders
    2. common stockholders
    3. bondholders
    4. president

4. Business operations are managed by

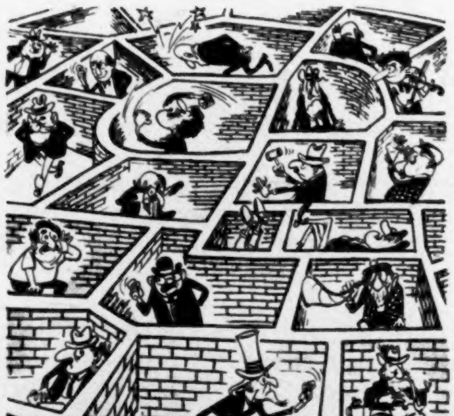
    1. treasurer
    2. secretary
    3. board of directors
    4. president

5. Officers are appointed by

    1. vice-president in charge of personnel
    2. president
    3. board of directors
    4. secretary

6. Capital, as a loan, is provided by

    1. bondholders
    2. common stockholders
    3. preferred stockholders
    4. board of directors

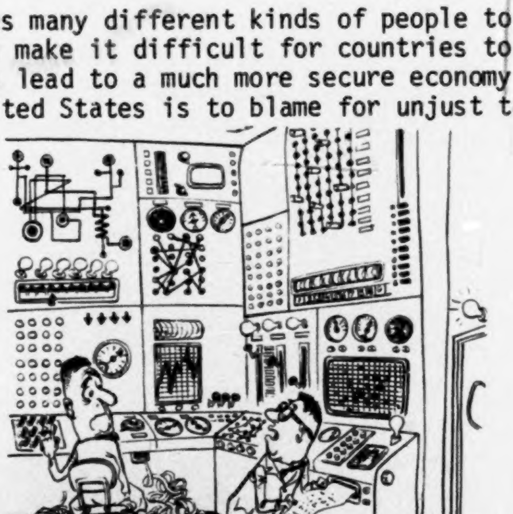


"Tariff talks."

Assessment of Comprehension

1. The artist is attempting to illustrate that

   1. it takes many different kinds of people to build walls
   2. tariffs make it difficult for countries to engage in trade
   3. tariffs lead to a much more secure economy
   4. the United States is to blame for unjust tariff laws

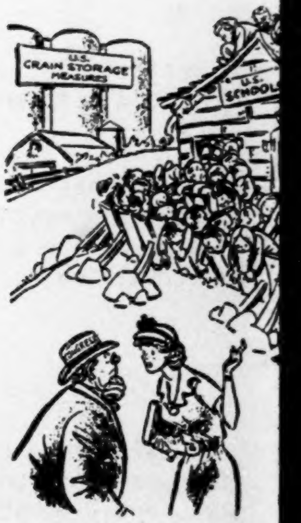


"Hey, Joe! It says our jobs are next!"

Assessment of Comp

1. The artist intended to illustrate t

   1. even computers make mistakes
   2. computers are complex machines
   3. automation is causing unemploym
   4. it still takes a person to read



"Think this crop is worth savin

Assessment of Comp

1. The artist has attempted to show th

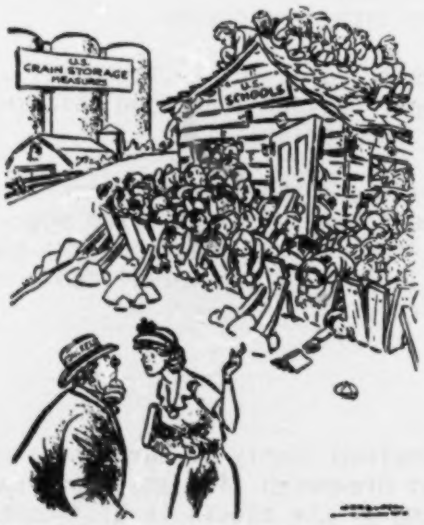
   1. money being used to build faci be used instead to build school
   2. money being used to pay teache build new schools
   3. grain storage facilities shoul
   4. Congress should pass laws proh classrooms

TARIFFS 1/1 SS18
COMPUTER 1/1 SS19
SCHOOLS AS A PRIORITY 1/1 SS20

Assessment of Comprehension

1. The artist intended to illustrate that

    1. even computers make mistakes
    2. computers are complex machines
    3. automation is causing unemployment
    4. it still takes a person to read what a computer prints



"Think this crop is worth saving?"

Assessment of Comprehension

1. The artist has attempted to show that

    1. money being used to build facilities for storing grain should be used instead to build schools
    2. money being used to pay teachers should be used instead to build new schools
    3. grain storage facilities should be converted into schools
    4. Congress should pass laws prohibiting overcrowding of classrooms

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people to build walls
ntries to engage in trade
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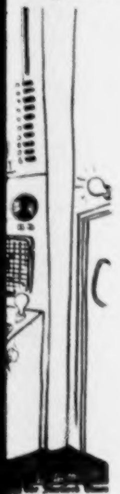

S1 BUMBLEBEES 1/1
S2 GREENWICH TIME 1/1
S3 EARLY SCIENTIFIC DISCOVERIES 1/1

Unlike bumblebees, which construct new homes each year, the hive of honeybees is a permanent establishment, consisting of perhaps 80,000 individuals. Each colony of this species in the Order of Hymenoptera centers around a single queen, recognizable by her long abdomen, retractable stinger, and legs devoid of pollen baskets. The queen has no need of these baskets because it is not her responsibility to go afield gathering honey.

Several hundred drones, or males, also live in the hive; they lack stingers and have chunky bodies and large eyes. The bulk of the population consists of a laboring class or workers, small females with hairy bodies, and legs bearing pollen baskets--the tools of their pollen-gathering duties.

The stinger of a worker bee is not retractable; when a worker bee stings, its stinger is torn loose and left in the victim, causing the death of the worker.

The proportion of queens, workers, and drones is carefully controlled by the bee colony. Unfertilized eggs of queens develop into drones. Fertilized eggs of queens become queens if fed a special food--royal jelly. If the fertilized eggs are fed normally, they develop into workers.

Greenwich time is obtained simply by carrying a chronometer on the ship. This is set at Greenwich time and kept running that way, just as anyone may keep one of the clocks in his house at London time, Tokyo time, or any other time.

Greenwich time signals are also transmitted over government radio stations at regular intervals. Local time is obtained most accurately at noon, when the sun crosses the meridian. In other words, the practice is to read the chronometer at local noon and then calculate the longitude.

For example, if the ship's chronometer says 8 A.M. at local noon, it means that the ship's time (12 noon) is four hours later than Greenwich time (8 A.M.), and the ship is therefore at 60°E longitude. The chronometer is a 24-hour clock. A 12-hour clock would not show whether the time was A.M. or P.M. at Greenwich.

The Greeks found that if a pie
fossil resin, was rubbed with
to attract lightweight particl
called electricity because the

Benjamin Franklin's famous kit
well known. In 1796, Volta pr
is by placing a piece of wet p
metal.

Geissler, about the middle of
electricity could flow through
end of a glass tube and exhaus
wires were connected to an ele
through the vacuum in the tube
came from the negative wire in
cathode rays, from the Greek w

In 1895 Roentgen showed that t
time, caused certain chemicals
could penetrate solid substanc
other rays.

omes each year, the hive
t, consisting of perhaps
species in the Order of
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baskets because it is
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ive in the hive; they
large eyes. The bulk
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become queens if fed a
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ays 8 A.M. at local noon, it
four hours later than
therefore at 60°E longitude.
2-hour clock would not show
eenwich.

The Greeks found that if a piece of amber, a yellowish, translucent fossil resin, was rubbed with animal fur, it acquired the ability to attract lightweight particles of matter. The effects came to be called electricity because the Greek word for amber is "elecktron."

Benjamin Franklin's famous kite experiments with electricity are well known. In 1796, Volta produced electricity chemically; that is by placing a piece of wet paper between two different pieces of metal.

Geissler, about the middle of the 19th century, showed that electricity could flow through space. He sealed a wire in each end of a glass tube and exhausted the air from the tube. When the wires were connected to an electrical source, there was a discharge through the vacuum in the tube. It was found that rays of some kind came from the negative wire in the tube. They were first called cathode rays, from the Greek word "kathodos" which means negative.

In 1895 Roentgen showed that these x-rays, unknown to him at that time, caused certain chemicals to become fluorescent, and that they could penetrate solid substances which remained impregnable to other rays.

Baffling deposits, which geologists named *drift*, cover much of northern Europe and North America. If your home is in New England or the Midwest, you undoubtedly live on or near deposits of this sort. Maybe your house is built on a ten-foot thickness of drift; perhaps 200 feet or more of it lie between you and bedrock.

Drift is not sorted as to size of rock fragments. Clay, silt, sand, pebbles, and boulders are mixed together. Drift cannot be a deposit by rivers or seas, because rivers sort their burdens, and so do waves.

Most of the pebbles and boulders in the drift are uneroded and angular. Some have one or more flat sides. These shapes are further evidence that rivers or waves did not deposit the drift. Pebbles are made spherical as they are tumbled along in a stream. Seashore pebbles become thin and wafer-like as they are shoved back and forth by waves and undertow.

Many of the flat-sided boulders in the drift are polished and scratched. The scratches, called *striae*, are long and parallel.

Some early geologists suggested that drift might be the untransported product of weathering. This would explain the lack of sorting and the uneroded shapes of many of the fragments. How could scratches and polish develop? How could weathering produce a variety of rock types from one kind of bedrock?

Furthermore drift rests abruptly on a fresh, hard bedrock surface, and bears no chemical relation to it.

These observations made it clear that the drift must have somehow been transported. It must have "drifted in" from somewhere else.

At first the idea of an ice age met with great opposition among scientists. It seemed incredible. But field work by thousands of geologists has shown that it is an almost inescapable conclusion. Their studies which included the study of drifts, have given us detailed information about the glacial period.

The first advance of the ice appears to have been about 1.7 million years ago, and the final retreat some 10,000 years ago. Not once, but four times during this interval, the ice advanced and retreated. Layers of soil between the deposits indicate long intervals of normal climate and weathering between the successive ice advances.

In the Northern Hemisphere were three ice sheets. One spread southward into the United States fr
south as Cincinnati and Topeka, cov
miles and reaching across all or pa

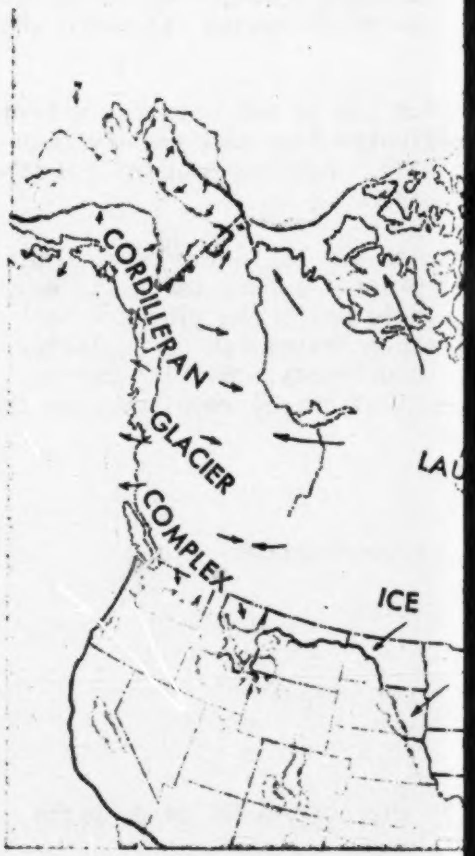

Figure 1 — The maximum glaciat
show general direction of ice f
and Missouri rivers.

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sheets. One spread

southward into the United States from Canada. It advanced as far south as Cincinnati and Topeka, covering about four million square miles and reaching across all or part of 13 states. (See Figure 1.)

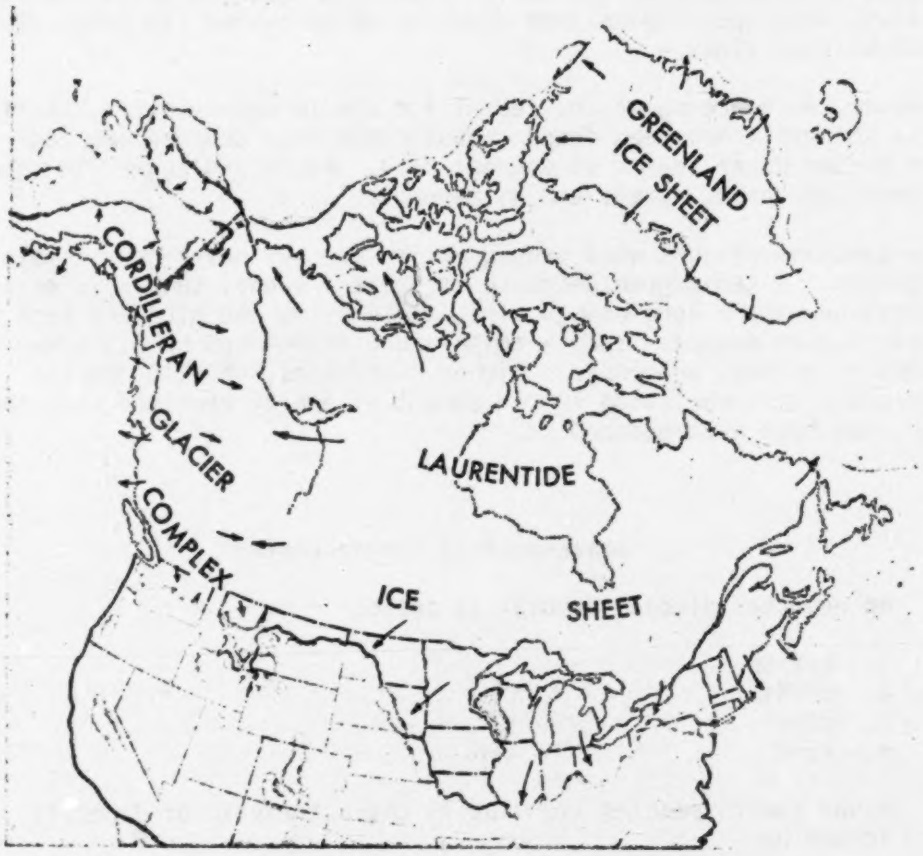

Figure 1 — The maximum glaciation of North America—arrows show general direction of ice flow. Note relation to Ohio and Missouri rivers.

Another, centered in Scandinavia, reached the plains of Germany and western Russia, and extended across the North Sea to the British Isles. A third sheet covered part of Siberia. In the Southern Hemisphere there were smaller ice sheets. In addition, nearly all the lofty mountains of the world, including those in western United States, developed Alpine-type glaciers which pushed far below their present snow lines.

However, evidence shows the recent ice age is not unique. Material like the drift has been found consolidated into sedimentary rock and buried under layers of younger rock. Again and again ice sheets formed, advanced, waned, and disappeared.

The question of just what causes an ice age has never been completely answered. A ten-degree decrease in present annual temperatures, continued over a long enough time, would bring the glaciers back to their former extent. Such a temperature change can be explained in terms of natural processes. Higher continents, shifting marine currents, or a variation in the amount of energy received from the sun, may have accomplished it.

Assessment of Comprehension

1. An unsorted glacial deposit is called

   1. striae
   2. drift
   3. clay
   4. sand

2. Round smooth pebbles are usually characteristic of deposits formed by

   1. drift
   2. silt
   3. streams
   4. waves

3. Long parallel scratches in flat-sided boulders in a drift are

   1. called striae
   2. called bedrock
   3. formed by many streams
   4. formed by shifting marine currents

4. What evidence indicates tha

   1. drift is not sorted as
   2. most of the rock fragme
   3. drift bears no chemical rests
   4. drift is made up of a m and boulders

5. The number of years between their final retreat is abou

   1. 4 million years
   2. 1.7 million years
   3. 1.69 million years
   4. .01 million years

6. What evidence indicates tha weathering existed between

   1. numerous wafer-like peb
   2. the presence of boulder
   3. layers of ice between d
   4. layers of soil between

7. The two major ice sheets th the United States were the

   1. Greenland Ice Sheet and
   2. Alpine glaciers and the
   3. Laurentide Ice Sheet an
   4. Cordilleran Glacier Com

8. Many geologists think that the glaciers could advance. Hemisphere could be brought

   1. a ten-degree decrease i
   2. an increase in solar en
   3. an accumulation of glac
   4. normal climate and weat

the plains of Germany and
rth Sea to the British
ria. In the Southern
In addition, nearly all
those in western United
h pushed far below their

is not unique. Material
into sedimentary rock
gain and again ice sheets

has never been completely
annual temperatures,
ring the glaciers back to
ange can be explained in
nts, shifting marine
nergy received from the

ension

teristic of deposits

oulders in a drift are

4. What evidence indicates that drift had to be transported?

   1. drift is not sorted as to size of rock fragments
   2. most of the rock fragments are uneroded
   3. drift bears no chemical relation to the bedrock upon which it rests
   4. drift is made up of a mixture of clay, silt, sand, pebbles, and boulders

5. The number of years between the first advance of the glaciers and their final retreat is about

   1. 4 million years
   2. 1.7 million years
   3. 1.69 million years
   4. .01 million years

6. What evidence indicates that long intervals of normal climate and weathering existed between the successive ice advances?

   1. numerous wafer-like pebbles at the seashore
   2. the presence of boulders in drift
   3. layers of ice between drift deposits
   4. layers of soil between drift deposits

7. The two major ice sheets that covered most of Canada and part of the United States were the

   1. Greenland Ice Sheet and the Alpine glaciers
   2. Alpine glaciers and the Laurentide Ice Sheet
   3. Laurentide Ice Sheet and the Cordilleran Glacier Complex
   4. Cordilleran Glacier Complex and the Greenland Ice Sheet

8. Many geologists think that once again, over a long period of time, the glaciers could advance. This vast glaciation of the Northern Hemisphere could be brought about by

   1. a ten-degree decrease in present annual temperatures
   2. an increase in solar energy
   3. an accumulation of glacial drifts
   4. normal climate and weathering

9. A change in the present average annual temperatures could be brought about by

   1. elevation of the continents
   2. shifting marine currents
   3. variation in the amount of solar energy
   4. all three of the above answers

10. Figure 1 shows that Michigan, Wisconsin, and New York

   1. stopped the flow of ice
   2. are located about where the flow of ice stopped in these areas
   3. are locations that were covered by ice at one time
   4. mark the extreme southern advance of the Laurentide Ice Sheet

11. Figure 1 shows that the Greenland Ice Sheet flowed

   1. south
   2. north
   3. west
   4. in all directions

S5 HOT WATER FREEZES FASTER? 1/1

Hot water freezes faster than cold water.

So goes an old wives' tale. It seems contrary to both scientific and common sense. Looked at scientifically, equal amounts of water at different temperatures contain different amounts of heat. Exposed to colder surroundings, both water samples will lose heat at the same rate. So the cooler sample will remain cooler until it freezes.

At least that's the theory. But Dr. George S. Kell, of the National Research Council of Canada, decided to put the tale to the test recently. Was science in hot water, or was the tale a lot of hot air?

He found that if water samples were in covered buckets things go as science and common sense predict. The cooler water freezes first. However, if the buckets are uncovered, the hotter one does freeze faster!

Why? Because the hot water evaporates faster than the cold water. Suppose you have two 100-pound samples of water, one at 100° C and the other at 20° C. As the 100° sample cools to freezing, 25 pounds of water are lost by evaporation. But very little of the 20° sample evaporates in the same space of time. So there is less water to freeze in the hot sample, and it cools and freezes faster.

Thus, both science and the old wives' tale are correct. Why not try the experiment yourself?

Assessment of Comprehension

1. Equal amounts of water at different temperatures

    1. always freeze
    2. contain different amounts of heat
    3. contain the same amount of heat
    4. must be placed in covered buckets before freezing

2. Dr. George S. Kell's experiment provides us with evidence that

    1. old wives' tales are full of hot air
    2. science is in hot water
    3. both science and this old wives' tale may be correct
    4. experimentation is contrary to both scientific and common sense

3. If all the buckets c
condition would proc

    1. a covered bucket
    2. an uncovered buck
    3. a covered bucket
    4. an uncovered buck

4. In the covered bucke
cooler until it was

    1. both samples los
    2. the cooler sampl
    3. the hotter sampl
    4. it was predicted

5. This passage points

    1. are never correct
    2. depend upon commo
    3. cannot be tested
    4. may be true

6. The uncovered hot wa
because

    1. the hot water wa
    2. a certain amount
    3. there was less wa
    4. both samples lost

7. The amount of ice fo
100° C was

    1. 200 pounds
    2. 100 pounds
    3. 75 pounds
    4. 25 pounds

8. Dr. George S. Kell fo
will

    1. evaporate slower
    2. freeze faster tha
    3. freeze only when
    4. evaporate in a co

ter.

contrary to both scientific
ically, equal amounts of water
ferent amounts of heat.
water samples will lose heat
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at
kets before freezing

rovides us with evidence that

hot air

es' tale may be correct
o both scientific and common sense

3. If all the buckets contained 100-pound samples of water, which condition would produce the least amount of ice?
    1. a covered bucket at 100° C
    2. an uncovered bucket at 100° C
    3. a covered bucket at 20° C
    4. an uncovered bucket at 20° C
4. In the covered buckets, the cooler sample of water remained cooler until it was completely frozen because
    1. both samples lost heat at the same rate
    2. the cooler sample possessed more heat
    3. the hotter sample contained more water
    4. it was predicted by common sense
5. This passage points out that some old, seemingly unfounded beliefs
    1. are never correct
    2. depend upon common sense
    3. cannot be tested
    4. may be true
6. The uncovered hot water froze faster than the cooler sample because
    1. the hot water was full of hot air
    2. a certain amount of the hot water evaporated
    3. there was less water in the cooler sample
    4. both samples lost heat
7. The amount of ice formed from the uncovered sample of water at 100° C was
    1. 200 pounds
    2. 100 pounds
    3. 75 pounds
    4. 25 pounds
8. Dr. George S. Kell found that under certain conditions hot water will
    1. evaporate slower than cold water
    2. freeze faster than cold water
    3. freeze only when covered
    4. evaporate in a covered bucket

One of the most frequent causes of mutations, which are sudden variations in heredity, is exposure to high-energy radiation. Cosmic rays from outer space and radiation from radioactive elements may cause natural mutations. They can also be produced experimentally by exposure to X-rays, gamma rays, beta particles, and ultraviolet light. Biologists have used artificial sources of radiation to increase both the number and the rate of mutations in organisms under experimental conditions. Temperature increase has also been used to increase the rate at which mutations occur. Certain chemicals have been used to produce mutations; among these are formaldehyde, nitrous acid, peroxide, and mustard gas.

The first proof that radiation causes mutations came from research conducted by Herman J. Muller in 1927. Muller was one of the graduate students who worked with Morgan and Bridges at Columbia University in the early studies of inheritance in *Drosophila*, commonly known as the fruit fly. This insect is a member of the order Diptera. While at the University of Texas, Muller conducted a series of experiments to establish the fact that radiation can cause mutations and that their rate can be increased with artificial radiation. As he had in his earlier work, Muller used *Drosophila* in his investigations. His work, for which he received the Nobel Prize in medicine and physiology in 1946, represents one of the most significant advances in genetics.

Prior to Muller's work, geneticists had unsuccessfully tried many methods of producing mutations artificially. They had experimented with temperature changes, variation in light conditions, different diets, and other factors on various animals, including *Drosophila*. One thing these other investigators probably overlooked that Muller considered was a condition under which a gene mutated. Consider that a pair of genes, normal for an organism and lying close to each other in corresponding positions on corresponding chromosomes, would both be equally affected by chemical changes in the cell or by changes in an environmental condition such as temperature. Suddenly, one gene of the pair mutates, while the other remains unchanged. What could change one gene and not the other? The most likely cause of such a pin-point effect would be high-energy radiation. It was to prove this idea that Muller began his series of experiments. Muller reasoned, further, that lethal mutations would be the most likely to result from radiation.

Asses

1. The type of artificial
used by an experimenta

    1. visible light ener
    2. X-rays
    3. cosmic rays
    4. heat energy

2. The number and rate of
in organisms by exposu

    1. variations in ligh
    2. changes in tempera
    3. different diets
    4. radiation

3. An increase in the mut
radiation was first de

    1. Mendel
    2. Muller
    3. Morgan
    4. Bridges

4. A lethal mutation is

    1. a gene
    2. a chromosome
    3. the life expectanc
    4. the environmental

5. Seed companies have be
mustard gas in an effo

    1. prevent disease
    2. kill insects
    3. promote germinati
    4. cause mutations

6. In an experiment desi
radiation on Drosophi
held constant except

    1. diet
    2. temperature

ations, which are sudden
high-energy radiation.
tion from radioactive elements
also be produced experimen-
s, beta particles, and
ed artificial sources of
and the rate of mutations in
s. Temperature increase has
which mutations occur. Cer-
ce mutations; among these are
and mustard gas.

mutations came from research
Muller was one of the
an and Bridges at Columbia
eritance in *Drosophila,*
insect is a member of the
y of Texas, Muller conducted
he fact that radiation can
n be increased with artificial
ork, Muller used *Drosophila* in
ch he received the Nobel Prize
presents one of the most

d unsuccessfully tried many
ially. They had experimented
light conditions, different
imals, including *Drosophila.*
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a gene mutated. Consider that
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perature. Suddenly, one gene
emains unchanged. What could
e most likely cause of such a
radiation. It was to prove
of experiments. Muller
ns would be the most likely to

Assessment of Comprehension

1. The type of artificial high-energy radiation most likely to be used by an experimental geneticist is (are)

   1. visible light energy
   2. X-rays
   3. cosmic rays
   4. heat energy

2. The number and rate of mutations have been increased experimentally in organisms by exposure to

   1. variations in light conditions
   2. changes in temperature
   3. different diets
   4. radiation

3. An increase in the mutation rate through the use of artificial radiation was first demonstrated by

   1. Mendel
   2. Muller
   3. Morgan
   4. Bridges

4. A lethal mutation is most likely brought about by a change in

   1. a gene
   2. a chromosome
   3. the life expectancy of an organism
   4. the environmental conditions

5. Seed companies have been using chemicals such as colchicine and mustard gas in an effort to

   1. prevent disease
   2. kill insects
   3. promote germination
   4. cause mutations

6. In an experiment designed to study the effects of high-energy radiation on Drosophila, all environmental conditions must be held constant except

   1. diet
   2. temperature
   3. gamma rays
   4. visible light

7. One of a pair of genes may mutate when exposed to varying amounts of

    1. cosmic rays, ultraviolet radiation, or X-rays
    2. ultraviolet radiation, beta radiation or heat
    3. light, X-rays, or atomic energy
    4. light, heat, or X-rays

8. During the early 1900's, geneticists were unsuccessful in producing mutations artificially because

    1. they did not understand what was involved in producing a mutation
    2. radiation was not discovered until 1946
    3. Drosophila were not produced by Muller until 1927
    4. up to that time, all mutations were lethal

The Bobwhite quail, a native of Illinois, is a relatively small, ground-dwelling, chicken-like bird which existed in substantial numbers when the first white settlers arrived. The pioneers did not hunt quail for sport. Ammunition for the firearms of those days was both expensive and scarce and was used on large animals (buffalo, deer, and elk) which returned the greatest amount of food for the time, effort, and money expended. During this early period, many quail were caught in traps but the birds were not important as game until the late 1800's when the advent of the shotgun and hunting dogs made "bird" hunting a popular sport.

The Bobwhite is found in every county in Illinois but occurs in greatest numbers in the southern one-third of the state. Quail cannot survive in climates featuring extended periods of low temperatures and deep snow, and in northern Illinois are existing near the margin of their possible range.

These birds thrive in a region of diversified land use. In certain regions, farms consist of small fields, some devoted to the production of corn and other grain crops, others seeded to permanent pasture grasses, and still other areas allowed to remain in native hardwood timber. When such fields are located close together and are separated by brushy fencerows, living conditions are ideal for the Bobwhite quail. The farming operations of the early settlers created this type of environment and the quail population increased rapidly. This favorable trend was reversed with the beginning of mechanized agriculture which increased the amount of land which could be put under the plow in a single season and made it possible to farm large tracts of land devoted to a single crop. Timberland was cleared, and fencerows were narrowed or removed to provide additional cultivatable farm land. To these factors was added the mania for so-called clean farming. Quail disappeared as their habitat was destroyed.

Adverse farming practices, combined with severe winter weather, have eliminated the Bobwhite as a major game bird in most of northern Illinois, especially in the prairie regions. In the southern part of the state, particularly from Jefferson County southward, the topography of the land does not lend itself to intensive agricultural use and this area continues to support the highest quail populations in Illinois.

Quails are primarily granivorous in their feeding habits, therefore, the seeds of various grasses and legumes comprise the bulk of their diet. During the summer, insects, mostly beetles and grasshoppers, are eaten by them in considerable quantity along with soft fruits, such as mulberry, blackberry, cherry, dogwood, and sassafras. In
fall and winter the bird
important grass consumed
fond of legumes such as
ticks. Both the greater
preferred foods. Corn,
cultivated crops which f
quail. Like other uplan
water for drinking purpo
sufficient moisture is o
succulent vegetation.

The Bobwhite is an extre
attacks by predatory bir
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true. Most hawks are to
Only the Cooper's and sh
appreciable numbers, and
diseased individuals. F
birds are forced to occu
dogs and cats probably d
combined. Skunks and op
ability to locate nests
fondness for eggs and yo

Rainstorms and snowstorm
nevertheless exert some
often destroy nests or d
the birds' food supply f
the quail into exposed s
predation.

By far the most importan
the land and the resulti
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other single factor.

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fall and winter the birds feed almost exclusively upon seeds. The more important grass consumed is foxtail. The birds seem to be particularly fond of legumes such as partridge pea, Korean lespedeza, and beggar-ticks. Both the greater and lesser ragweed are high on the list of preferred foods. Corn, sorghum, and soybeans are the most important cultivated crops which furnish substantial quantities of food for quail. Like other upland game birds, Bobwhite does not need open water for drinking purposes. Except during periods of extreme drought, sufficient moisture is obtained from insects, fleshy fruit, and succulent vegetation.

The Bobwhite is an extremely alert bird but frequently falls victim to attacks by predatory birds and animals. It has become popular to condemn the entire hawk family as quail predators but this is far from true. Most hawks are too slow and clumsy to catch a healthy Bobwhite. Only the Cooper's and sharp-shinned hawks are able to catch quail in appreciable numbers, and their victims are often the careless or diseased individuals. Foxes become important predators only when the birds are forced to occupy an insecure environment. Free ranging dogs and cats probably destroy more birds than all other predators combined. Skunks and opossums qualify as quail enemies through their ability to locate nests and consume the eggs. Some snakes show a fondness for eggs and young chicks.

Rainstorms and snowstorms, while not usually considered as enemies, nevertheless exert some influence on quail mortality. Flash floods often destroy nests or drown young chicks. Deep snows which cover the birds' food supply for lengthy periods cause starvation or force the quail into exposed situations where they become vulnerable to predation.

By far the most important enemy of the Bobwhite is man. His use of the land and the resulting destruction of desirable quail habitat has contributed more to the decline of quail populations than any other single factor.

If nature imposed no checks on them, quail, like all other animals, would soon reach astronomical numbers. The quantity and quality of the environment limits the number of birds which any given area can support. This is the biological principle which justifies quail hunting for sport, provided only the surplus birds are taken. In addition to the limitations imposed by the environment, the birds themselves are adverse to overcrowding. It is generally accepted that an average of one bird per acre is the maximum population which ideal habitat will support. In Illinois the average is probably nearer one bird to every five acres.

Assessment of Comprehension

1. Which condition is not favorable to the survival of the bobwhite quail?

    1. land being cultivated for diversified crops
    2. clean farming
    3. areas of hardwood timber
    4. the type of farming done by the early settlers

2. Which has contributed most to the decline of the bobwhite population?

    1. rainstorms and snowstorms
    2. skunks and opossums
    3. hawks and foxes
    4. man's use of land

3. Granivorous means

    1. seed-eating
    2. greedy
    3. choosy
    4. seasonal

4. What is the maximum population of bobwhite that might be supported on 10 acres of farmland in Jefferson County, Illinois?

    1. 5
    2. 10
    3. 20
    4. 50

5. Which was not mentioned as a part of the customary diet of the bobwhite?

    1. blackberries
    2. corn
    3. beggar tick
    4. beech nuts

6. Skunks, opossums, and some snakes qualify as predators of

    1. the bobwhite
    2. ranging dogs
    3. the Cooper's hawk
    4. the sharp-shinned hawk

7. Fence rows m

    1. exclusiv
    2. in large
    3. in timbe
    4. between

Comprehension

able to the survival of the

r diversified crops

by the early settlers

the decline of the bobwhite

s

on of bobwhite that might be
mland in Jefferson County, Illinois?

part of the customary diet of the

akes qualify as predators of

7. Fence rows may be found

   1. exclusively in northern Illinois
   2. in large tracts of single crops
   3. in timberland
   4. between fields of cultivated crops

Energy is present in the universe in several forms. You are probably acquainted with some of these forms, such as electrical energy, chemical energy, mechanical energy, and heat and light energy.

Not only can energy exist in a variety of forms, but one form of energy may be changed into another. Thus, for example, chemical energy, resulting from reacting materials in a battery, is changed into electrical energy. When the flashlight is being used, electrical energy is converted into heat and light. The electrical energy of the battery could be used to turn a small motor and supply mechanical energy. Or the electric energy of the battery could be used to operate a buzzer, or bell, and supply sound energy.

So far we have spoken only about energy in objects. In contrast to chemical energy which is associated with matter there exists an energy which is called radiant energy. This pure energy can exist totally by itself, independent of matter. It does not have mass and does not occupy space. We picture this energy as being rays or waves.

Our greatest source of radiant energy is the sun. The energy from the sun travels through empty space to the earth in several forms. Some we can see and feel, and some we cannot detect by the senses. Examples of radiant energy which we cannot detect by the senses are X-rays and radio waves. The energy which we can see we call light; that which we can feel we call heat.

When heat is put into a body, the molecules of the material move more rapidly. In this manner heat energy is converted into kinetic energy of motion. This motion of molecules caused by heat is *disordered,* that is, it lacks direction of any kind. The molecules move in all directions, banging into each other millions of times a second.

Temperature is a measure of the disordered motion of molecules. The more rapid the motion of the molecules the higher the temperature. The slower the motion of the molecules, the lower the temperature. If the motion of molecules in an object were to cease, the temperature theoretically would be absolute zero. When the motion of the molecules of a material slows down and the temperature drops, we say that the object loses heat. Of course, the heat energy does not disappear, because energy cannot be destroyed. Heat is passed along to another object, or it is changed to a different form of energy. The fact that energy cannot be destroyed is called the *First Law of Thermodynamics.* Thermodynamics is the science that deals with the study of heat.

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object will drop and the temperat
Heat will continue to be transfer
objects is the same. Once the te
longer pass from one object to ar
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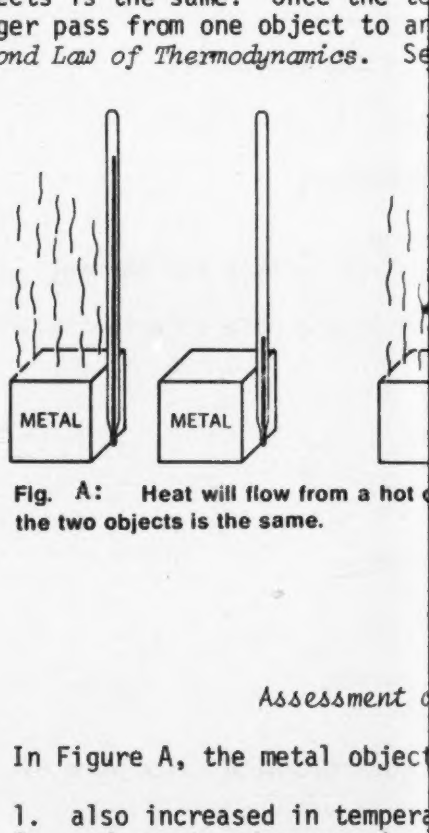

**Fig. A: Heat will flow from a hot c
the two objects is the same.**

Assessment c

1. In Figure A, the metal object
   1. also increased in tempera
   2. underwent a decrease in t
   3. remained at the same temp
   4. cannot be determined
2. In Figure A, the temperature
   determined through the use o
   1. thermometer
   2. battery
   3. buzzer
   4. small motor

l forms. You are
ns, such as electrical
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for example, chemical
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motion of molecules.
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annot be destroyed.
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heat.

If a hot object is placed in contact with a cold object, heat will flow from the hot object to the cold one. The temperature of the hot object will drop and the temperature of the cold object will rise. Heat will continue to be transferred until the temperature of the two objects is the same. Once the temperatures are the same, heat can no longer pass from one object to another. This principle is called the *Second Law of Thermodynamics*. See Figure A.

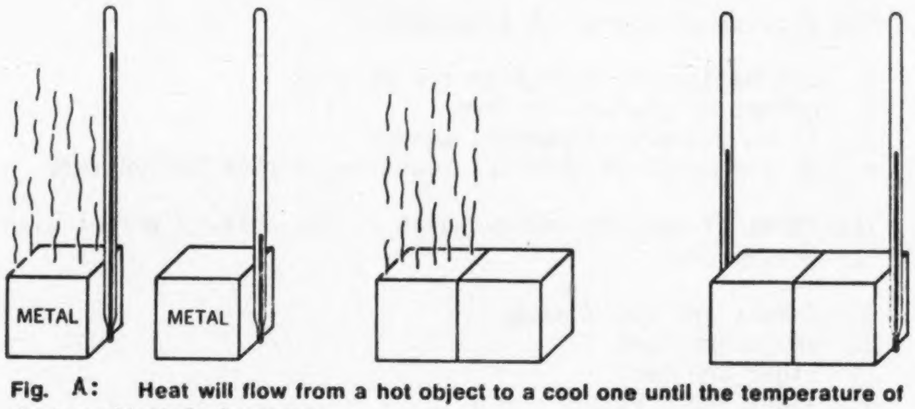

Fig. A: Heat will flow from a hot object to a cool one until the temperature of the two objects is the same.

Assessment of Comprehension

1. In Figure A, the metal object that gained heat

   1. also increased in temperature
   2. underwent a decrease in temperature
   3. remained at the same temperature
   4. cannot be determined

2. In Figure A, the temperature change of both metal blocks was determined through the use of a

   1. thermometer
   2. battery
   3. buzzer
   4. small motor

3. When a person swims in a lake which has a water temperature of 55° Fahrenheit, the person

   1. will gain heat
   2. will lose heat
   3. will be able to detect X-rays
   4. is not affected by the Laws of Thermodynamics

4. The electrical energy of a battery

   1. can be destroyed outside the battery
   2. cannot be changed in form
   3. is an example of radiant energy
   4. is a product of chemical reactions within the battery

5. Two forms of radiant energy which we are able to detect with our senses are

   1. X-rays and radio waves
   2. sound and heat
   3. light and heat
   4. light and X-rays

6. Our greatest source of radiant energy

   1. is about 93 million miles away
   2. is similar to a battery
   3. cannot be detected by man's senses
   4. does not generate heat energy

7. The above passage primarily is concerned with which form of energy?

   1. chemical
   2. electrical
   3. heat
   4. mechanical

8. Theoretically, when the temperature of an object reaches absolute zero

   1. energy is destroyed
   2. the molecules of that object cease to move
   3. the temperature of the object can no longer be increased
   4. the motion of the molecules become disordered

Saliva, which is mixed with food during chewing, is secreted by three pairs of glands located in the sides of the face and under the jaw. These masses of special cells, which produce the saliva, contain ducts, or little tubes, through which the saliva flows into the mouth.

Saliva contains an enzyme which can digest starch. However, food does not remain in the mouth long enough for much digestion to take place, and once in the stomach, saliva cannot continue working for very long. But saliva does moisten food to prevent it from adhering to the teeth and to ease its passage down the throat during swallowing.

When food is swallowed, it passes down the esophagus. The esophagus is the tube leading from the throat to the stomach. Food is pushed along as circular fibers of muscle tissue in the esophagus wall contract.

There are two parts to the body cavity in man and other mammals. There is the chest cavity and, below it, the abdominal cavity. These two parts of the body are separated by a tough muscular partition called the diaphragm. The digestive organs are located in the abdominal cavity.

Food is stored in a pear-shaped, muscular sac. Without the stomach, a whole meal could not be eaten at one sitting. The stomach lining contains a multitude of tiny glands which pour out a clear yellow liquid called gastric juice which mixes with the food. This juice contains an acid which softens fibers in the food and kills many bacteria and an enzyme which acts on proteins.

As the muscles in the stomach wall keep contracting and relaxing, the food mixed with gastric juice breaks up into smaller and smaller pieces. It then passes into the small intestine, a little at a time, taking about two hours to leave the stomach completely empty.

The main digestive organ is the small intestine which is a tube about three-fourths inches across and about 22 feet long. Several hours are required for the digesting food to pass through it.

There are three juices which act on food while it is in the small intestine. Intestinal juice is produced by the intestine lining. Pancreatic juice flows in through a duct from the pancreas, an important gland lying just behind the stomach. This duct enters the smal
the stomach. Bile, which is a juic
enters the intestine at this same p

The liver — a large glandlike orga
the abdomen — is constantly produc
called the gall bladder. As the fo
bladder empties its bile through th
duct and the pancreatic duct come t
intestine, their juices enter it si

Bile separates fat into very tiny d
attacked by fat digesting enzymes f
pancreatic and intestinal juices co
together, digest all of the food ty
the intestine wall stir the food an
time the food reaches the end of th
is complete.

Assessment of

1. Saliva flows from the salivary
   cavity

   1. cranial
   2. oral
   3. abdominal
   4. chest

2. The digestion of a cracker begi

   1. salivary gland
   2. liver
   3. pancreas
   4. oral cavity

3. The two parts of man's body cav

   1. oral and abdominal
   2. abdominal and cranial
   3. chest and abdominal
   4. oral and chest

ring chewing, is secreted by
e sides of the face and under
ells, which produce the
bes, through which the saliva

digest starch. However,
ong enough for much
n the stomach, saliva cannot
t saliva does moisten food
teeth and to ease its
lowing.

own the esophagus. The
the throat to the stomach.
bers of muscle tissue in the

ity in man and other mammals.
w it, the abdominal cavity.
arated by a tough muscular
e digestive organs are

scular sac. Without the
eaten at one sitting. The
of tiny glands which pour
stric juice which mixes with
cid which softens fibers in
d an enzyme which acts on

keep contracting and
ic juice breaks up into
en passes into the small
ng about two hours to leave

ll intestine which is a
oss and about 22 feet long.
digesting food to pass

food while it is in the
is produced by the
flows in through a duct
nd lying just behind the

stomach. This duct enters the small intestine near where it joins the stomach. Bile, which is a juice produced by the liver, also enters the intestine at this same place.

The liver — a large glandlike organ in the upper and back part of the abdomen — is constantly producing bile which is stored in a sac called the gall bladder. As the food leaves the stomach, the gall bladder empties its bile through the bile duct. Because the bile duct and the pancreatic duct come together as they reach the intestine, their juices enter it simultaneously.

Bile separates fat into very tiny droplets, making it more easily attacked by fat digesting enzymes from the pancreas. Both pancreatic and intestinal juices contain several enzymes which, acting together, digest all of the food types. Then muscular movements in the intestine wall stir the food and move it along slowly. By the time the food reaches the end of the small intestine, all digestion is complete.

Assessment of Comprehension

1. Saliva flows from the salivary glands through ducts into this cavity

    1. cranial
    2. oral
    3. abdominal
    4. chest

2. The digestion of a cracker begins in the

    1. salivary gland
    2. liver
    3. pancreas
    4. oral cavity

3. The two parts of man's body cavity are

    1. oral and abdominal
    2. abdominal and cranial
    3. chest and abdominal
    4. oral and chest

4. An upset stomach can result from overproduction of
    1. gastric juice
    2. bile
    3. saliva
    4. intestinal juice

5. What factor enables the small intestine to carry on most of man's digestion?
    1. the small intestine is 22 feet long
    2. muscular movements stir and move the food along slowly
    3. three digestive juices act on food within the small intestine
    4. all the above

6. Three digestive juices are produced outside the organs which act on food. Two of these juices are
    1. bile and intestinal juice
    2. intestinal juice and pancreatic juice
    3. saliva and bile
    4. gastric juice and saliva

7. The presence of a gall stone would most likely upset the digestion of
    1. lipids
    2. fibers
    3. bacteria
    4. proteins

8. This passage is concerned mainly with
    1. the stomach as the primary organ of digestion
    2. the digestive organs and their functions
    3. how digestion is facilitated by saliva in the mouth
    4. the length of time it takes food to pass through each organ

9. The diaphragm separates
    1. the stomach from the liver
    2. the liver from the gall bladder
    3. the small intestine from the stomach
    4. the chest cavity from the abdominal cavity

10. The esophagus is
    1. the most important di
    2. a pear-shaped muscula
    3. a tube through which stomach
    4. one of the enzymes wh

11. A function of the liver m
    1. to store bile
    2. to produce the digest bladder
    3. to break down the fo small intestine
    4. to separate fat into

12. Which is the most appropr digestive system?
    1. stomach, diaphragm, s
    2. esophagus, mouth, sto
    3. mouth, esophagus, sto
    4. small intestine, stom

om overproduction of

intestine to carry on most

feet long
d move the food along slowly
on food within the small

duced outside the organs which
ces are

eatic juice

ould most likely upset the

ly with

organ of digestion
their functions
ted by saliva in the mouth
s food to pass through each organ

adder
he stomach
abdominal cavity

10. The esophagus is

    1. the most important digestive organ
    2. a pear-shaped muscular sac
    3. a tube through which food passes from the throat to the stomach
    4. one of the enzymes which digests food

11. A function of the liver mentioned in the passage is

    1. to store bile
    2. to produce the digestive juice which is stored in the gall bladder
    3. to break down the food particles before they enter the small intestine
    4. to separate fat into tiny droplets

12. Which is the most appropriate sequence pertaining to the digestive system?

    1. stomach, diaphragm, small intestine, esophagus
    2. esophagus, mouth, stomach, small intestine
    3. mouth, esophagus, stomach, small intestine
    4. small intestine, stomach, esophagus, mouth

Note:

The following passage is taken from *The Log of Apollo 11* on the day man first set foot on the moon. The date is July 20, 1969. Armstrong and Aldrin have landed the Lunar Module (LM), code-named Eagle, and are proceeding to complete their mission.

6:00 p.m. - With everything in order, Armstrong radios a recommendation that they plan to start the EVA (Extra Vehicular Activity), earlier than originally scheduled, at about 9:00 EDT. Mission Control replies: "We will support you anytime."

10:39 p.m. - Later than proposed at 6:00 p.m., but more than five hours ahead of the original schedule, Armstrong opens the LM hatch and squeezes through the opening. It is a slow process. Strapped to his shoulders is a portable life support and communications system weighing 84 pounds on Earth, 14 on the Moon, with provision for pressurization; oxygen requirements and removal of carbon dioxide.

Armstrong moves slowly down the 10-foot, nine-step ladder. On reaching the second step, he pulls a "D-ring," within easy reach, deploying a television camera, so arranged on the LM that it will depict him to Earth as he proceeds from that point.

Down the ladder he moves and halts on the last step. "I'm at the foot of the ladder," he reports. "The LM footpads are only depressed in the surface about one or two inches...the surface appears to be very, very finegrained, as you get close to it, it's almost like a powder."

10:56 p.m. - Armstrong puts his left foot to the Moon. It is the first time in history that man has ever stepped on anything that has not existed on or originated from the Earth.

"That's one small step for a man, one giant leap for mankind," Armstrong radios. Aldrin is taking photographs from inside the spacecraft.

The first print made by the weight of man on the Moon is that of a lunar boot which resembles an oversized galosh. Its soles are of silicon rubber and its 14-layer sidewalls of aluminized plastic. Specially designed for super-insulation, it protects against abrasion and has reduced friction to facilitate donning. On Earth, it weights four pounds, nine ounces, on the Moon, 12 ounces.

Armstrong surveys his surroundings for a while and then moves out,

testing himself in a gravity enviro
"The surface is fine and powdery,"
loosely with my toe. It does adher
charcoal to the sole and sides of m
fraction of an inch. Maybe an eigh
footprints of my boots and the trea

"There seems to be no difficulty in
It's even perhaps easier than the s

Feeling more confident, Armstrong b
collection of soil samples close to
with a bag on the end of a pole.

"This is very interesting," he comm
but it appears to be very cohesive
has a stark beauty all its own. It
of the United States."

He collects a small bagful of soil
left leg of his space suit. This i
to make sure some of the Moon surfa
the mission has to be cut short.

Assessment of

1. Eagle is the code-name for the
   1. EVA
   2. EDT
   3. LM
   4. D-ring
2. One of Armstrong's lunar boots
   on Earth; yet on the Moon it we
   for this observation is that
   1. the Moon's gravitational at
      Earth
   2. the boot was worn down by a
   3. the entire boot was made of
   4. the boot needed to be press
      Earth

he Log of Apollo 11 on the day
date is July 20, 1969.
Lunar Module (LM), code-named
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Armstrong radios a
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Armstrong opens the LM hatch
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two inches...the surface
as you get close to it, it's

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hotographs from inside the

man on the Moon is that of a
ed galosh. Its soles are of
alls of aluminized plastic.
on, it protects against
facilitate donning. On Earth,
on the Moon, 12 ounces.

r a while and then moves out,

testing himself in a gravity environment one-sixth of that on Earth. "The surface is fine and powdery," he says. "I can pick it up loosely with my toe. It does adhere in fine layers like powdered charcoal to the sole and sides of my boots. I only go in a small fraction of an inch. Maybe an eighth of an inch, but I can see the footprints of my boots and the treads in the fine sandy particles."

"There seems to be no difficulty in moving around as we suspected. It's even perhaps easier than the simulations. . . ."

Feeling more confident, Armstrong begins making a preliminary collection of soil samples close to the landing craft. This is done with a bag on the end of a pole.

"This is very interesting," he comments. "It's a very hard surface, but it appears to be very cohesive material of the same sort. . . It has a stark beauty all its own. It's like much of the high desert of the United States."

He collects a small bagful of soil and stores it in a pocket on the left leg of his space suit. This is done early, according to plan, to make sure some of the Moon surface is returned to Earth in case the mission has to be cut short.

Assessment of Comprehension

1. Eagle is the code-name for the

   1. EVA
   2. EDT
   3. LM
   4. D-ring

2. One of Armstrong's lunar boots weighs four pounds, nine ounces on Earth; yet on the Moon it weighed 12 ounces. The explanation for this observation is that

   1. the Moon's gravitational attraction is less than that of the Earth
   2. the boot was worn down by abrasion
   3. the entire boot was made of aluminized plastic
   4. the boot needed to be pressurized on the Moon but not on Earth

3. The portable life support and communications system only weighed 14 pounds on the Moon, while on Earth the same equipment weighs 84 pounds. This difference in weight occurs because the Moon's gravity

   1. is six times that of the Earth
   2. is one-sixth that of the Earth
   3. is the same as that of the Earth
   4. has not existed on or originated from the Earth

4. On Earth an astronaut weighs 174 pounds; on the Moon his weight would be

   1. 1044 pounds
   2. 174 pounds
   3. 145 pounds
   4. 29 pounds

5. Armstrong said, "That's one small step for a man, one giant leap for mankind," when he stepped on the surface of the Moon on July 20, 1969 at

   1. 6:00 p.m.
   2. 9:00 EDT
   3. 10:39 p.m.
   4. 10:56 p.m.

6. Eagle's footpads were depressed in the surface of the Moon about

   1. an eighth of an inch
   2. one or two inches
   3. one foot
   4. two feet

7. If all the rungs of the LM ladder were equally spaced, then the distance between the fourth and fifth rungs would be about

   1. 10 feet
   2. 9 feet
   3. 1 foot
   4. 2 inches

8. Samples of lunar soil were collect

   1. an oversized galosh
   2. a silicon rubber sole
   3. a D-ring
   4. a bag on the end of a pole

9. Armstrong described the lunar surf

   1. like powdered charcoal
   2. very finegrained
   3. very cohesive
   4. all of the above

10. This passage is mainly concerned w

    1. relating one of the most excit achievements
    2. giving the details of the enti
    3. comparing the surface of the M
    4. describing equipment astronaut

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Earth the same
erence in weight occurs

om the Earth

; on the Moon his

for a man, one giant
he surface of the

surface of the Moon

equally spaced, then
th rungs would be

8. Samples of lunar soil were collected with

    1. an oversized galosh
    2. a silicon rubber sole
    3. a D-ring
    4. a bag on the end of a pole

9. Armstrong described the lunar surface as being

    1. like powdered charcoal
    2. very finegrained
    3. very cohesive
    4. all of the above

10. This passage is mainly concerned with

    1. relating one of the most exciting events of one of man's great achievements
    2. giving the details of the entire flight of Apollo 11
    3. comparing the surface of the Moon with that of Apollo 11
    4. describing equipment astronauts use for EVA

On Marcn 7, 1970, there was a total eclipse of the sun. People living along the East Coast of the United States were able to see this spectacular celestial event. People outside the total eclipse path were able to see a partial eclipse of the sun. (See Figure 1.)

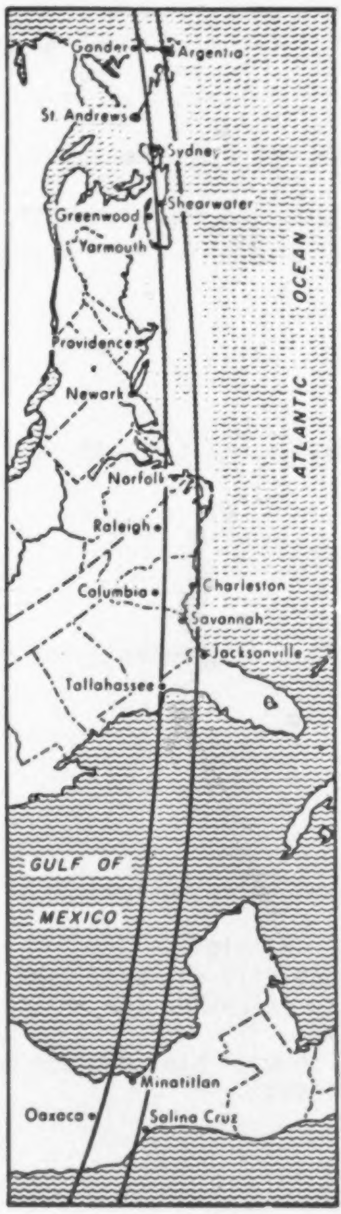
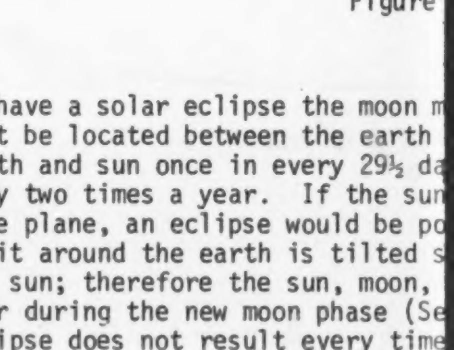

Gander
Argentia
St. Andrews
Sydney
Shearwater
Greenwood
Yarmouth
ATLANTIC OCEAN
Providence
Newark
Norfolk
Raleigh
Columbia
Charleston
Savannah
Jacksonville
Tallahassee
GULF OF
MEXICO
Minatitlan
Oaxaca
Salina Cruz

Figure 1

There will be only one more visibl
remainder of this century. It wil
will cross the extreme northwest U
over Hudson Bay. Relatively few p

At any given location on the earth
infrequently. For example, in the
eclipse was seen on January 24, 19
that region will occur on April 8,

The moon, which is much smaller th
because both the moon and the sun
viewed from the earth. This happe
the diameter of the sun is 400 tim
moon, the sun is just about 400 ti
(See Figure 2.)


VIEWING ANGLE
93,000,000 M
MOON DIAMETER 2160 MILES
238,857 MILES
EARTH
of
2,
Dis
2

Figure

To have a solar eclipse the moon m
must be located between the earth
earth and sun once in every 29½ da
only two times a year. If the sun
same plane, an eclipse would be po
orbit around the earth is tilted s
the sun; therefore the sun, moon,
year during the new moon phase (Se
eclipse does not result every time
line because the moon's shadow may

a total eclipse of the sun. People
of the United States were able to
ial event. People outside the total
ee a partial eclipse of the sun.

Argentia
Sydney
Shearwater
ATLANTIC OCEAN
Charleston
Savannah
Jacksonville
inatitlan
Salina Cruz

ure 1

There will be only one more visible in the United States during the remainder of this century. It will occur on February 26, 1979, and will cross the extreme northwest United States, central Canada, and over Hudson Bay. Relatively few people will see it.

At any given location on the earth, total solar eclipses occur infrequently. For example, in the New York area the last total solar eclipse was seen on January 24, 1925; and the next one visible from that region will occur on April 8, 2024.

The moon, which is much smaller than the sun, can blot out the sun because both the moon and the sun *appear* to be the same size when viewed from the earth. This happens because of the fact that, although the diameter of the sun is 400 times greater than the diameter of the moon, the sun is just about 400 times farther from us than the moon. (See Figure 2.)

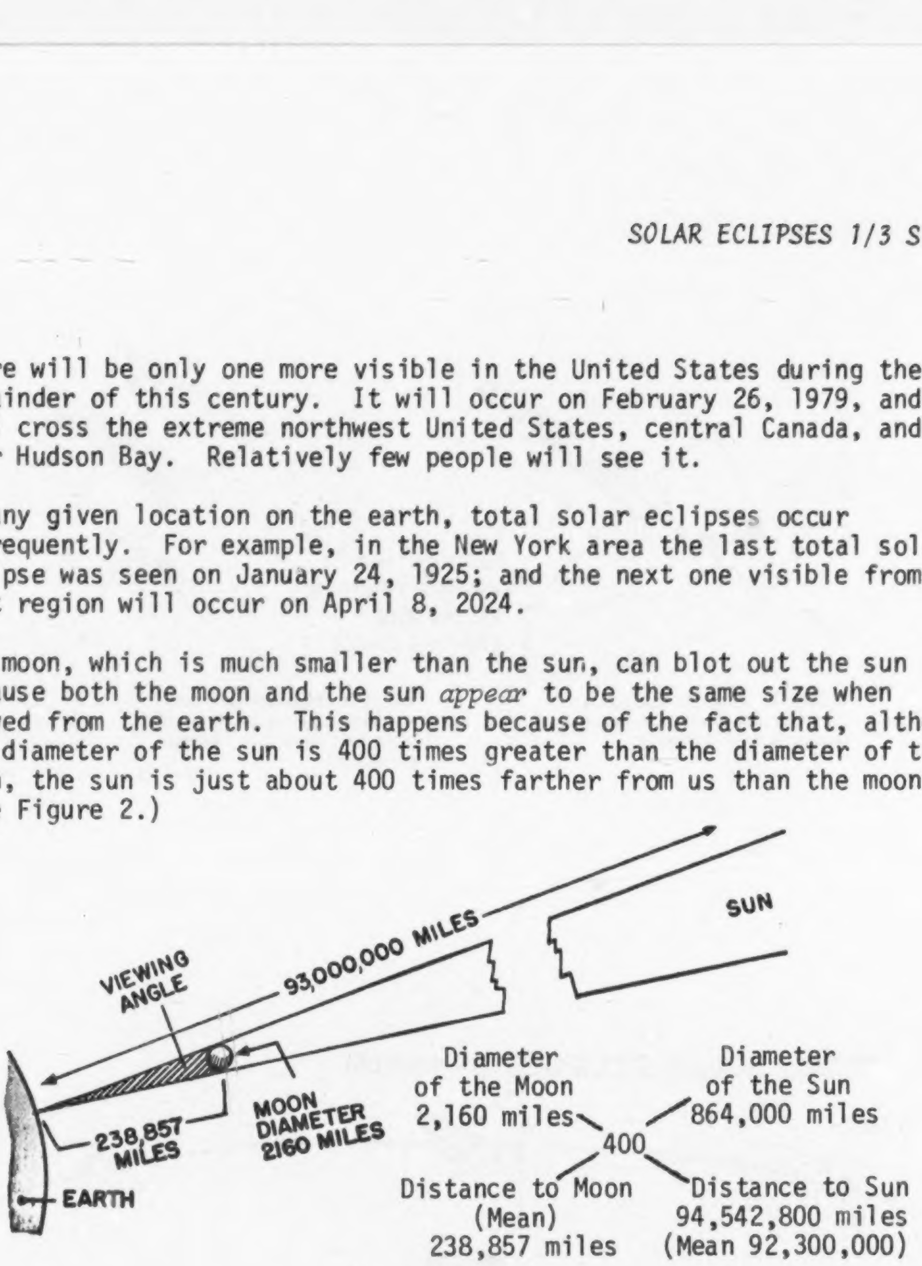

SUN
93,000,000 MILES
VIEWING ANGLE
238,857 MILES
MOON DIAMETER 2160 MILES
EARTH
Diameter of the Moon 2,160 miles
Diameter of the Sun 864,000 miles
400
Distance to Moon (Mean) 238,857 miles
Distance to Sun 94,542,800 miles (Mean 92,300,000)

Figure 2

To have a solar eclipse the moon must be in the new moon phase -- it must be located between the earth and sun. The moon is between the earth and sun once in every 29½ days, but solar eclipses may occur only two times a year. If the sun, moon, and earth were all on the same plane, an eclipse would be possible once a month. But the moon's orbit around the earth is tilted slightly to earth's orbit around the sun; therefore the sun, moon, and earth are in line only twice a year during the new moon phase (See Figures 3, 4, and 5). But an eclipse does not result every time the sun, moon, and earth are in line because the moon's shadow may not reach the earth.

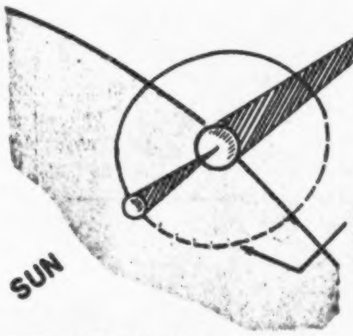


FIGURE 3. When the sun, earth, and moon are on the same plane, a solar eclipse may occur.

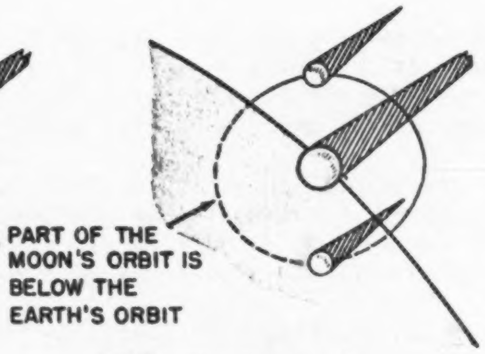

PART OF THE
MOON'S ORBIT IS
BELOW THE
EARTH'S ORBIT

FIGURE 4. When the sun, earth, and moon are not on the same plane, or "not in line," eclipses cannot occur.

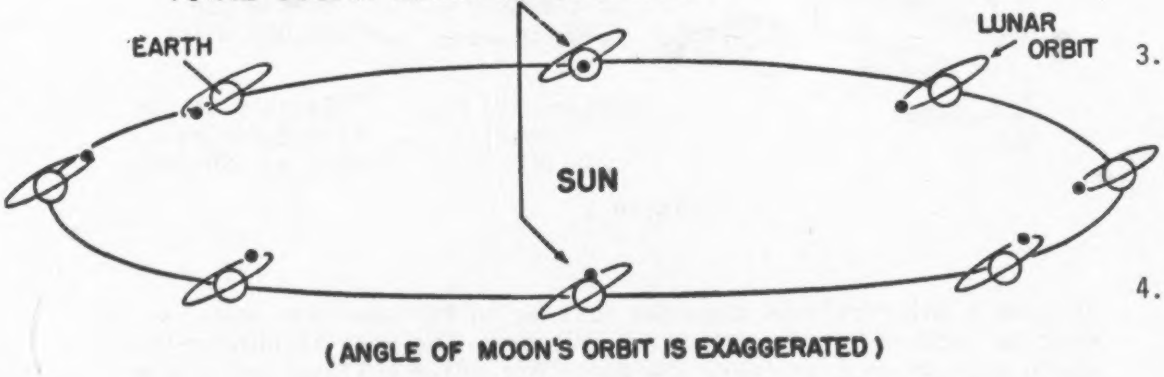

TOTAL SOLAR ECLIPSES (POSSIBLE)
EARTH
LUNAR ORBIT
SUN
(ANGLE OF MOON'S ORBIT IS EXAGGERATED)

Figure 5

The mean distance of the
the mean length of the sh
for the most part, the sh
the distance between the
in a month -- the apogee
and the perigee (closest

Asse

1. Which diagrams show t
   the surface of the ea

   1. 1 and 2
   2. 2 and 3
   3. 3 and 4
   4. 4 and 5

2. In Figure 1, this cit

   1. Savannah
   2. Jacksonville
   3. St. Andrews
   4. Salina Cruz

3. Judging from Figure 1
   eclipse than Greenwoo

   1. Savannah
   2. Charleston
   3. Tallahassee
   4. Newark

4. Why will few people s

   1. The eclipse will
   2. The path of the e
   3. The population de
      the eclipse.
   4. The shadow of the
      extremely poor vi

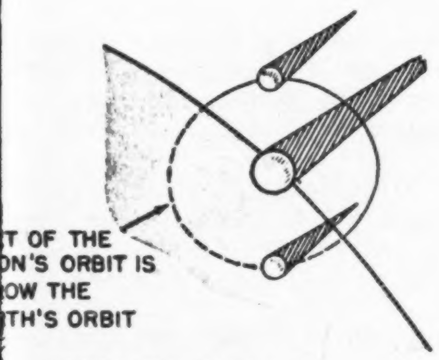
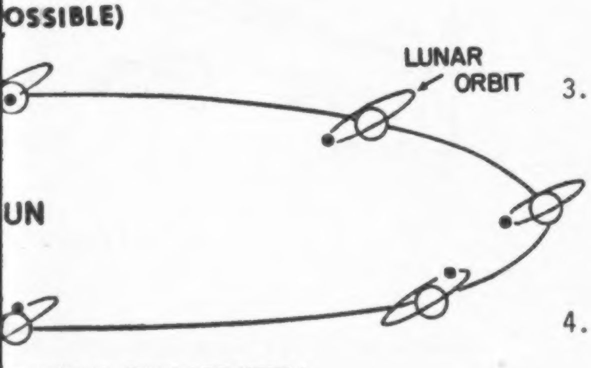


FIGURE 4. When the sun, earth, and moon are not on the same plane, or "not in line," eclipses cannot occur.



re 5

The mean distance of the moon from the earth is 238,857 miles. And the mean length of the shadow of the moon is 232,100 miles. Obviously, for the most part, the shadow does not reach the earth. Actually, the distance between the earth and moon varies by about 35,000 miles in a month -- the apogee (farthest distance) being about 256,000 miles and the perigee (closest approach) being about 221,000 miles.

Assessment of Comprehension

1. Which diagrams show the moon and the shadow of the moon reaching the surface of the earth?

   1. 1 and 2
   2. 2 and 3
   3. 3 and 4
   4. 4 and 5

2. In Figure 1, this city was within the path of the total eclipse

   1. Savannah
   2. Jacksonville
   3. St. Andrews
   4. Salina Cruz

3. Judging from Figure 1, which city experienced more of a partial eclipse than Greenwood?

   1. Savannah
   2. Charleston
   3. Tallahassee
   4. Newark

4. Why will few people see the solar eclipse in 1979?

   1. The eclipse will occur at night.
   2. The path of the eclipse will not pass over any land mass.
   3. The population density is rather low in the area covered by the eclipse.
   4. The shadow of the earth will blot out the moon resulting in extremely poor visibility.

5. A total eclipse is predicted for the New York area

    1. in 1979
    2. in 2024
    3. every 29½ days
    4. twice a year

6. A total solar eclipse could occur when

    1. the sun, moon, and earth are in line
    2. the moon is 5 degrees below the orbit of the earth
    3. the earth's shadow falls upon the moon
    4. the sun and the moon are the same size

7. Referring to Figure 2, the moon can completely blot out the sun because the angle size of both the sun and the moon is about

    1. one half of one degree
    2. 400 times greater than the earth
    3. 238,857 miles
    4. 2,160 miles

8. From the earth, the moon and the sun appear to be the same size because

    1. the moon revolves around the earth every 29½ days
    2. the moon and the sun are the same size
    3. apparent size is reduced with distance
    4. the diameter of the earth is 400 times greater than the moon

9. Figure 5 shows

    1. a lunar eclipse
    2. a solar eclipse is always possible
    3. the position of the moon each month of the year
    4. the moon's orbit in relation to the plane of the earth's orbit

10. If the length of the moon's shadow was 200,000 miles, then

    1. an eclipse would occur every 29½ days
    2. a total eclipse of the sun would occur only when the earth, moon, and sun are properly alined
    3. a total solar eclipse could not occur
    4. the eclipse track on the earth would be 21,000 miles long

11. The difference between th

    1. 256,000 miles
    2. 238,857 miles
    3. 221,000 miles
    4. 35,000 miles

for the New York area

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properly alined
uld not occur
earth would be 21,000 miles long

11. The difference between the moon's apogee and perigee is

    1. 256,000 miles
    2. 238,857 miles
    3. 221,000 miles
    4. 35,000 miles

Like the miner's canary, wildlife is a sensitive indicator of a healthy human environment.

We are concerned for wildlife, not as sentimentalists or hunters or fishermen, but as humans who know that the presence of healthy wildlife means we are sharing a healthy environment.

Unfortunately, some 40 species of birds and mammals have been lost in the U.S. in the last 150 years. Presently 89 more are on the "Endangered Species List."

An ominous omen indeed for the future of man!

Being lower on the food chain, wildlife feels the effects of pollution first. Dirty water kills millions of fish every year. Habitat losses destroy homes and breeding grounds for wildlife.

Draining and filling of wetlands reduces waterfowl production. Increased use of pesticides is having a harmful effect on the breeding potential of our birds of prey and possibly other forms of life, including humans.

The wildlife picture, because of continuing loss of habitat, is not very bright. Most duck species are in trouble. However, we have made dramatic progress in the science of game management. For example, we have more deer than any time in history, and most other big game populations are healthy. (See Figure 1.)

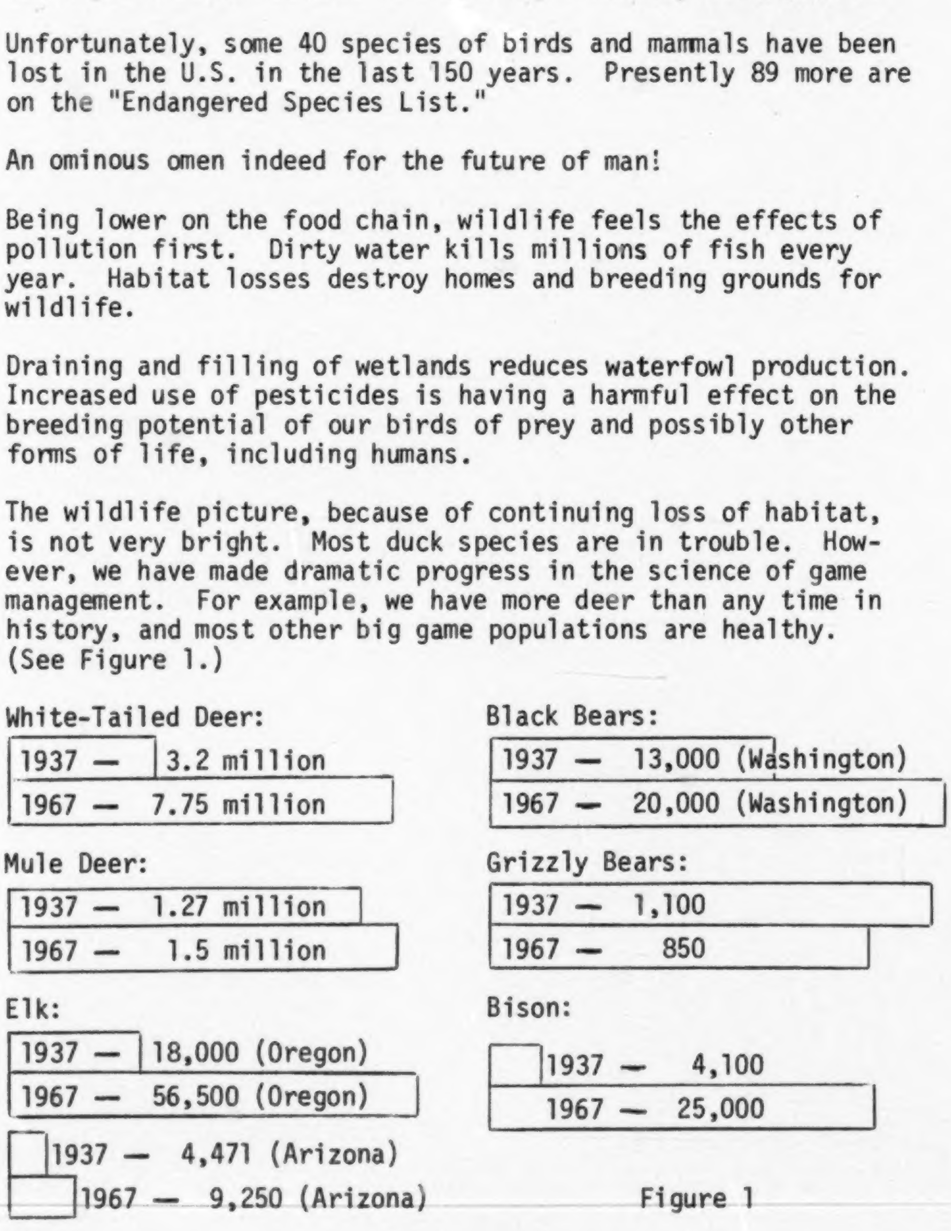

Figure 1

Small game such as rabbit
doves are thriving.

For half a century, wildl
game lands, sanctuaries a
more than 30 million acre
(See Figure 2.)

State agencies have acqui
essential habitat, are sa

Little money has been spe
future of our aquatic wil

Ocean species, in particu
from loss of estuarian br
dredging and filling.

Currently, and in the pas
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more deer than any time in
populations are healthy.

lack Bears:
1937 — 13,000 (Washington)
1967 — 20,000 (Washington)

rizzly Bears:
1937 — 1,100
1967 — 850

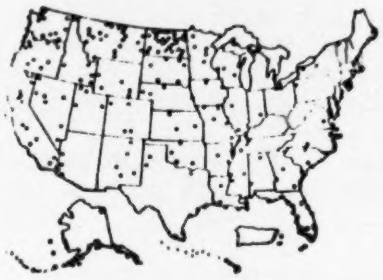
ison:
1937 — 4,100
1967 — 25,000

Figure 1

Small game such as rabbits, pheasants, squirrels, quail, grouse and doves are thriving.

For half a century, wildlife managers have been buying land for refuges, game lands, sanctuaries and shooting preserves. Federal refuges have more than 30 million acres located in all North American life zones. (See Figure 2.)

Acres in the National Wildlife Refuge System



1937 — 11,482,374
1950 — 17,420,746
1960 — 17,945,706
1965 — 29,271,359
1969 — 30,554,340

Figure 2

State agencies have acquired millions more. These islands, preserving essential habitat, are safeguarding America's wildlife heritage.

Little money has been spent for long range fish management, so the future of our aquatic wildlife is not very secure.

Ocean species, in particular, are under increasing threat especially from loss of estuarian breeding grounds damaged by pollution, dredging and filling.

Currently, and in the past, hunters and fishermen have paid the freight for most wildlife conservation efforts. As the burden increases, the general public will have to assume more of the financial responsibility, particularly for the management of non-game species.

The future is not very hopeful. The continued jump in human population inevitably will elbow aside more and more of our wildlife through the loss of habitat.

Assessment of Comprehension

1. Figure 2 shows that over a period of 32 years, the amount of land in the National Wildlife Refuge System was increased by

    1. 30,554,340 acres
    2. 19,071,966 acres
    3. 17,788,985 acres
    4. 11,482,374 acres

2. In Figure 2, the region of the country that has a larger number of wildlife refuges than any other region listed is the

    1. Northwest
    2. Northeast
    3. Southwest
    4. Southeast

3. The only animal shown in Figure 1 that has decreased in number is the

    1. Mule-Deer
    2. Black Bear
    3. Grizzly Bear
    4. Bison

4. The animal shown in Figure 1 that has enjoyed a population growth of more than 600 percent is the

    1. Bison
    2. White-Tailed Deer
    3. Elk
    4. Grizzly Bear

5. In Figure 1, the elk in Oregon have increased by about a factor of

    1. 1
    2. 2
    3. 3
    4. 4

6. According to the informat
of the large game populat
be one of the main causes

    1. the human population
    2. the long range fish m
    3. the total financial s
    4. shown in Figure 2

7. The number of species of
that have become extinct

    1. 30
    2. 40
    3. 89
    4. 150

8. Generally, wildlife feels

    1. wildlife managers hav
    2. pesticides cannot har
    3. wildlife is a sensiti
    4. wildlife is lower on

9. Wildlife in the United St
the projected loss of hab
be directly related to

    1. the human population
    2. the increase of wildl
    3. America's wildlife he
    4. increases in public f

omprehension

of 32 years, the amount of
uge System was increased by

untry that has a larger
ny other region listed is

that has decreased in

has enjoyed a population
s the

ve increased by about a

6. According to the information in the passage and in Figure 1, most of the large game populations have increased. A factor that may be one of the main causes for this increase is

    1. the human population explosion
    2. the long range fish management program
    3. the total financial support of the general public
    4. shown in Figure 2

7. The number of species of birds and mammals in the United States that have become extinct since 1820 is about

    1. 30
    2. 40
    3. 89
    4. 150

8. Generally, wildlife feels the effects of pollution first because

    1. wildlife managers have been buying land for refuges
    2. pesticides cannot harm humans
    3. wildlife is a sensitive indicator of a healthy environment
    4. wildlife is lower on the food chain

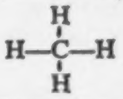
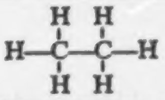
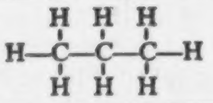
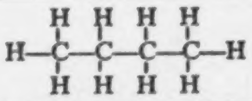
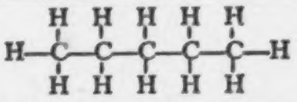
9. Wildlife in the United States faces a bleak future because of the projected loss of habitat. This decrease in habitat will be directly related to

    1. the human population explosion
    2. the increase of wildlife refuges
    3. America's wildlife heritage
    4. increases in public financing

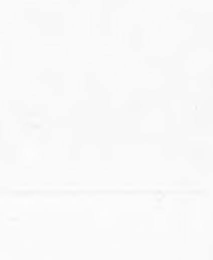
Hydrocarbons are organic compounds containing only carbon and hydrogen atoms. Many thousands of such carbon compounds are known.

Since carbon atoms are capable of sharing electrons with each other, they tend to form long chains. The gas methane (CH_4) is the simplest hydrocarbon, having only one carbon atom. Methane is the first in a series of hydrocarbons called the *methane* or the *paraffin* series. The general formula for any member compound of this series is C_nH_{2n+2}, where n stands for the number of carbon atoms. A series of hydrocarbons contains compounds that are structurally related and may have similar chemical or physical properties. As one continues in such a series, the number of carbon atoms increases and the molecular weight also increases. The low-molecular weight members of the methane series are gases; the intermediate-weight members are liquids; the heavier members are solids. The following table lists some of the compounds that are members of the methane series.

SOME MEMBERS OF THE METHANE SERIES

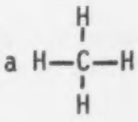
Name	Molecular Formula C_nH_{2n+2}	Structural Formula	State of Matter
Methane	CH_4	 $\begin{array}{c} H \\ \vert \\ H-C-H \\ \vert \\ H \end{array}$	Gas
Ethane	C_2H_6	 $\begin{array}{cccc} & H & H & \\ & \vert & \vert & \\ H- & C- & C- & H \\ & \vert & \vert & \\ & H & H & \end{array}$	Gas
Propane	C_3H_8	 $\begin{array}{ccccc} & H & H & H & \\ & \vert & \vert & \vert & \\ H- & C- & C- & C- & H \\ & \vert & \vert & \vert & \\ & H & H & H & \end{array}$	Gas
Butane	C_4H_{10}	 $\begin{array}{cccccc} & H & H & H & H & \\ & \vert & \vert & \vert & \vert & \\ H- & C- & C- & C- & C- & H \\ & \vert & \vert & \vert & \vert & \\ & H & H & H & H & \end{array}$	Gas
Pentane	C_5H_{12}	 $\begin{array}{ccccccc} & H & H & H & H & H & \\ & \vert & \vert & \vert & \vert & \vert & \\ H- & C- & C- & C- & C- & C- & H \\ & \vert & \vert & \vert & \vert & \vert & \\ & H & H & H & H & H & \end{array}$	Liquid

Other series of structurally related
series with a general formula of C_nH
a general formula of C_nH_{2n-2}. In ea
the carbon atoms are united in a cha
however, because the carbon atoms ar
(hexagonal) ring. Compounds of the
or *aromatic* compounds. Benzene (C_6H
series of hydrocarbons and its struc
follows:



Benzene C_6

Assessment of C

1. The structural formula  $\begin{array}{c} H \\ \vert \\ H-C-H \\ \vert \\ H \end{array}$ r
that is

   1. a gas
   2. named methane
   3. a member of the paraffin ser
   4. all of the above answers

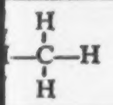
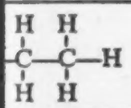
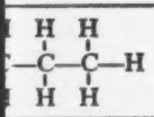
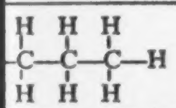
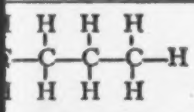
2. The hydrocarbon propane is a

   1. member of the ethylene serie
   2. member of the acetylene seri
   3. gas
   4. liquid

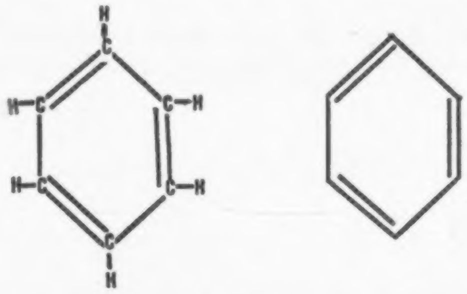
ntaining only carbon and hydro-
rbon compounds are known.

ring electrons with each other,
as methane (CH_4) is the
carbon atom. Methane is the
led the *methane* or the *paraffin*
member compound of this series
mber of carbon atoms. A series
at are structurally related and
properties. As one continues
n atoms increases and the
low-molecular weight members
intermediate-weight members
solids. The following table
members of the methane series.

ETHANE SERIES

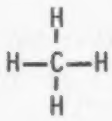
ural Formula	State of Matter
	Gas
	Gas
	Gas
	Gas
	Liquid

Other series of structurally related hydrocarbons include the *ethylene series* with a general formula of C_nH_{2n}, and the *acetylene series* with a general formula of C_nH_{2n-2}. In each of these series of hydrocarbons, the carbon atoms are united in a chain. The *benzene series* is unique, however, because the carbon atoms are united in a six-sided (hexagonal) ring. Compounds of the benzene series are known as *ring* or *aromatic* compounds. Benzene (C_6H_6) is the simplest member of this series of hydrocarbons and its structural formula is written as follows:



Benzene C_6H_6

Assessment of Comprehension

1. The structural formula  $H-\underset{H}{\overset{H}{C}}-H$ represents a molecule of a compound that is
    1. a gas
    2. named methane
    3. a member of the paraffin series
    4. all of the above answers
2. The hydrocarbon propane is a
    1. member of the ethylene series
    2. member of the acetylene series
    3. gas
    4. liquid

3. Ethane and butane are similar in that both compounds

    1. physically exist in the same state of matter under normal conditions
    2. have the same molecular formula
    3. are members of the ethylene series
    4. have the same number of carbon atoms

4. Acetylene (C_2H_2) and ethane (C_2H_6) are similar in that each contains two carbon atoms, yet each compound belongs to a different

    1. hydrocarbon series
    2. methane series
    3. ethylene series
    4. acetylene series

5. Hexane (C_6H_{14}) and benzene (C_6H_6) differ from each other

    1. because only benzene is a hydrocarbon
    2. because benzene is not an organic compound
    3. in the number of carbon atoms found in molecules of each compound
    4. in their structural configuration

6. A 4-carbon compound of the acetylene series has a molecular formula of

    1. C_4H_4
    2. C_4H_6
    3. C_4H_8
    4. C_4H_{10}

7. Propylene has a molecular formula C_3H_6. It is a member of the series called

    1. methane
    2. ethylene
    3. acetylene
    4. benzene

8. Solid hydrocarbons such as nonadecane ($C_{19}H_{40}$), generally are compounds with

    1. low molecular weights
    2. high molecular weights
    3. six sides
    4. hexagonal rings

9. Propane is chemical

    1. methane
    2. ethylene
    3. acetylene
    4. benzene

10. The simplest compou C_nH_{2n} is

    1. methane
    2. ethylene
    3. acetylene
    4. benzene

11. The simplest membe

    1. methane
    2. ethane
    3. butane
    4. pentane

12. Carbon atoms can f

    1. are organic co
    2. can share elec
    3. are hydrocarbo
    4. can form a hex

at both compounds

ate of matter under normal

ies
atoms

are similar in that each
compound belongs to a

iffer from each other

carbon
ic compound
ound in molecules of

on

ne series has a molecular

$_3H_6$. It is a member of the

ne ($C_{19}H_{40}$), generally are

9. Propane is chemically and physically most similar to

   1. methane
   2. ethylene
   3. acetylene
   4. benzene

10. The simplest compound of the series that has a general formula of C_nH_{2n} is

    1. methane
    2. ethylene
    3. acetylene
    4. benzene

11. The simplest member of the paraffin series is

    1. methane
    2. ethane
    3. butane
    4. pentane

12. Carbon atoms can form long chain compounds because carbon atoms

    1. are organic compounds
    2. can share electrons
    3. are hydrocarbons
    4. can form a hexagonal ring

Salts are crystalline substances composed of positive and negative ions. These ions are usually positive metal ions from a base and negative non-metallic ions from an acid. Salts may also be defined as the crystalline products formed as the result of a neutralization reaction of an acid and a base. Ordinary table salt is chiefly the salt sodium chloride ($NaCl$). Sodium chloride is only one example of the many salts that exist.

Salts may be prepared as a result of a number of chemical reactions, some of which are:

1. Neutralization. A solution is neutral when it possesses neither acid nor basic properties and has a $_pH$ of 7. Neutralization is the reaction between an acid and a base to produce water and a salt. The resulting solution is said to be neutral when the number of hydrogen ions equals the number of hydroxyl ions.

   Here are two examples of neutralization reactions:

   HCl + $NaOH$ → $NaCl$ + H_2O
   (acid) (base) (a salt) (water)

   (Double Replacement)

   HNO_3 + $NaOH$ → $NaNO_3$ + H_2O
   (acid) (base) (a salt) (water)

   $NaNO_3$=sodium nitrate

   (Double Replacement)

2. Reaction Between an Active Metal and an Acid. In order for this reaction to take place, the metal must be above hydrogen in the activity (electromotive) series of metals. When the metal is above hydrogen, it is more active than hydrogen and thus will replace all (or part) of the hydrogen in the acid.

   H_2SO_4 + Zn → $ZnSO_4$ + H_2
   (acid) (active metal) (a salt) (hydrogen)

   $ZnSO_4$=zinc sulfate

   (Single Replacement)

3. Direct Combination of a Me
   this method of salt produ

   Cu +
   (metal)

   $CuCl_2$=

   (Chemical

4. Chemical Reaction Between
   results in the formation

   $2NaOH$ + $CuSO_4$
   (base) (a sa

   $CuSO_4$=

   Na_2SO_4

   (Doub

The following table lists some

Some Important Salts	
Sodium chloride ($NaCl$)	Ta sa fo
Sodium carbonate (Na_2CO_3)	Mar pow
Sodium bicarbonate ($NaHCO_3$)	Mar car
Sodium nitrate ($NaNO_3$)	Mar exp
Magnesium sulfate ($MgSO_4$)	A
Copper sulfate ($CuSO_4$)	Use of

d of positive and negative
etal ions from a base and
Salts may also be de-
as the result of a
base. Ordinary table
(NaCl). Sodium chloride
at exist.

umber of chemical re-

tral when it possesses
and has a pH of 7.
ween an acid and a base
resulting solution is
of hydrogen ions equals

ation reactions:

Cl + H_2O
salt) (water)

cement)

NO_3 + H_2O
salt) (water)

trate

cement)

nd an Acid. In order for
etal must be above hydrogen
ries of metals. When the
e active than hydrogen and
the hydrogen in the acid.

O_4 + H_2
salt) (hydrogen)

ate

cement)

3. Direct Combination of a Metal and a Non-metal. An example of this method of salt production is the following:

$$\underset{\text{(metal)}}{Cu} + \underset{\text{(non-metal)}}{Cl_2} \rightarrow \underset{\text{(a salt)}}{CuCl_2}$$

$CuCl_2$=copper chloride

(Chemical Combination - Synthesis)

4. Chemical Reaction Between a Base and a Salt. This reaction results in the formation of a different base and a salt.

$$\underset{\text{(base)}}{2NaOH} + \underset{\text{(a salt)}}{CuSO_4} \rightarrow \underset{\text{(base)}}{Cu(OH)_2} + \underset{\text{(a salt)}}{Na_2SO_4}$$

$CuSO_4$=copper sulfate

Na_2SO_4=sodium sulfate

(Double Replacement)

The following table lists some of the common salts and their uses.

Some Important Salts	Uses
Sodium chloride ($NaCl$)	Table salt, manufacture of other sodium salts, and hydrochloric acid, essential for life.
Sodium carbonate (Na_2CO_3)	Manufacture of glass and washing powders.
Sodium bicarbonate ($NaHCO_3$)	Manufacture of baking soda, used in carbon dioxide fire extinguishers.
Sodium nitrate ($NaNO_3$)	Manufacture of fertilizers and explosives.
Magnesium sulfate ($MgSO_4$)	A laxative (Epsom salts).
Copper sulfate ($CuSO_4$)	Used in copper plating, and manufacture of fungicides.

Assessment of Comprehension

1. $ZnCl_2$ is the chemical formula for this compound

    1. sodium chloride
    2. zinc sulfate
    3. zinc chloride
    4. sodium nitrate

2. $KOH + HNO_3 \rightarrow KNO_3 + H_2O$

    The above equation represents a type of reaction called

    1. single replacement
    2. double replacement
    3. synthesis
    4. decomposition

3. This salt is found in many products that are used to increase plant growth

    1. $NaNO_3$
    2. NaCl
    3. HNO_3
    4. H_2SO_4

4. The formula $NaHCO_3$ represents sodium

    1. chloride
    2. carbonate
    3. bicarbonate
    4. nitrate

5. As a result of this reaction, the solution would not have a neutral pH

    1. $HCl + NaOH \rightarrow NaCl + H_2O$
    2. $HNO_3 + NaOH \rightarrow NaNO_3 + H_2O$
    3. $2NaOH + CuSO_4 \rightarrow Cu(OH)_2 + Na_2SO_4$
    4. $Cu + Cl_2 \rightarrow CuCl_2$

6. Which food is the least acidic?

    1. limes with a pH of about 2
    2. apples with a pH of about 3
    3. tomatoes with a pH of about 4
    4. peas with a pH of about 6

7. In single replacement reac
an acid if the metal is

    1. more active than hydr
    2. less active than hydr
    3. an acid
    4. a base

8. In chemical reactions, me

    1. negative ions
    2. positive ions
    3. hydrogen ions
    4. hydroxyl ions

9. NaCl is a chemical

    1. salt
    2. acid
    3. base
    4. ion

10. Most chemical salts are c

    1. acids
    2. bases
    3. positive and negative
    4. sodium and chlorine i

11. Chemical salts may be pre

    1. an active metal and a
    2. a metal and a non-met
    3. a base and a salt
    4. all of the above answ

rehension

is compound

of reaction called

that are used to increase

n

olution would not have a

$_2O$

H_2O

$+ \quad Na_2SO_4$

---

7. In single replacement reactions, a metal will replace hydrogen in an acid if the metal is
   1. more active than hydrogen
   2. less active than hydrogen
   3. an acid
   4. a base

8. In chemical reactions, metals generally form
   1. negative ions
   2. positive ions
   3. hydrogen ions
   4. hydroxyl ions

9. NaCl is a chemical
   1. salt
   2. acid
   3. base
   4. ion

10. Most chemical salts are composed of
    1. acids
    2. bases
    3. positive and negative ions
    4. sodium and chlorine ions

11. Chemical salts may be prepared by a chemical reaction between
    1. an active metal and an acid
    2. a metal and a non-metal
    3. a base and a salt
    4. all of the above answers

L1 PRELIMINARY LESSON, LITERARY DEVICES 1/3

Figures of speech occur in all types of writing for the purpose of conveying images and ideas which are vivid, suggestive, and connotative. The basis of many figures of speech lies in comparison, the author's linking of the known with the unknown, the abstract with the definitive.

Examples:

Simile - A comparison utilizing the words *like* or *as*

Example:

My love is like a red, red rose.

Metaphor - A comparison omitting *like* or *as*

Example:

It is the East, and Juliet is the sun.

Extended Metaphor - A comparison, omitting *like* or *as*, and developed at considerable length through a series of consistent details.

Example:

All the world's a stage
And all the men and women merely players,
They have their exits and their entrances,
And one man in his time plays many parts...
William Shakespeare
As You Like It

Mixed Metaphor - An inconsistent comparison

Example:

He is cooling his heels in the melting sun.

Implied Metaphor - A comparison which lies in the interpretation of words chosen to describe a particular situation.

Example:

The child galloped down the street. [Since *galloped* normally describes the gait of a horse, there is a comparison implied in the choice of this word.]

Hyperbole - A comparative devi

Example:

She was drowned in te

Some figures of speech utilize

Examples:

Oxymoron - The use of contradi

Example:

Daniel Webster was ca

Metonymy - An association devi
specifics for some broader con

Example:

I have nothing to off

Synecdoche - Use of a word whi
whole

Example:

Man, he just bought h

Imagery - The use of non-abstr
(sight, sound, touch, taste, sm

Example:

Lilacs/false blue, wh

ES 1/3

of writing for the purpose
re vivid, suggestive, and
es of speech lies in com-
known with the unknown,

ords *like* or *as*

ose.

or *as*

s the sun.

tting *like* or *as*, and de-
h a series of consistent

rely players,
eir entrances,
s many parts...
illiam Shakespeare
s You Like It

arison

he melting sun.

lies in the interpretation
lar situation.

street. [Since *galloped*
e, there is a comparison

Hyperbole - A comparative device utilizing exaggeration

Example:

She was drowned in tears.

Some figures of speech utilize word associations to develop ideas.

Examples:

Oxymoron - The use of contradictory words to convey dual ideas

Example:

Daniel Webster was called *The Little Giant.*

Metonymy - An association device which substitutes the names of specifics for some broader concepts

Example:

I have nothing to offer but blood, sweat, and tears.
Churchill

Synecdoche - Use of a word which denotes a part as a symbol for the whole

Example:

Man, he just bought himself a set of wheels.

Imagery - The use of non-abstract words which appeal to the senses (sight, sound, touch, taste, smell, size, motion, thermal, etc.)

Example:

Lilacs/false blue, white, color of lilacs/

Certain devices utilize the sounds of words to add to the mood or tempo of the statement.

Alliteration - The repetition of the initial letter of several words in close proximity to each other

Examples:

Peter Piper picked a peck of pickled peppers.
Sighted sub; sank same.

Assonance - Repetition of vowel sounds in medial or final positions in several words in close proximity to each other

Example:

Silver Bells!
Silver Bells!
How they tinkle, tinkle, tinkle.
In the icy air of night.
Poe

Onomatopoeia - The use of words which suggest the action being described

Examples:

Boom, bang, eeek, slurp

Puns - The humorous use of words to suggest different meanings or applications of words having the same or nearly the same sound but different meanings

Examples:

You tell 'em, hair, how it feels to belong.

Before I'd build a wall I'd ask to know...
to whom I was like to give offence.
Frost

Rhyme - is the development of similar sound patterns.

Masculine rhyme refers to similarity in final accented syllables.

Example:

There was a

Feminine rhyme re
is on the first s

Example:

Nothing say

Slant rhyme refer
patterns but whic

Example:

wind/mill

True rhyme refers

Example:

even/steven

TIME DEVICES

Foreshadowing - The
tells events to come

Example:

The wine wa
narrow stre
spilled. I
and many na
joker...scr
muddy wine-

The time wa
on the stre

Flashback - The inte
an account of previo
account

sounds of words to add to the mood or

on of the initial letter of several
each other

a peck of pickled peppers.
same.

owel sounds in medial or final
in close proximity to each other

tinkle, tinkle.
night.
Poe

ords which suggest the action being

slurp

words to suggest different meanings or
g the same or nearly the same sound

, how it feels to belong.

wall I'd ask to know...
like to give offence.
Frost

of similar sound patterns.

o similarity in final accented

Example:

There was a cat/who ate a rat.

Feminine rhyme refers to a two syllable pattern where the accent is on the first syllable.

Example:

Nothing says loving, like something from the oven

Slant rhyme refers to linking words which have similar letter patterns but which do not have the same sound.

Example:

wind/mill

True rhyme refers to words which contain almost identical sounds.

Example:

even/steven

TIME DEVICES

Foreshadowing - The introduction of a scene which in some way foretells events to come

Example:

> The wine was red wine and had stained the ground of the narrow street in Saint Antoine, in Paris, where it was spilled. It had stained many hands, too, and many faces, and many naked feet and many wooden shoes...and one tall joker...scrawled upon a wall with his fingers dipped in muddy wine-lees——BLOOD.
>
> The time was to come, when that wine too should be spilled on the street stones...
>
> Charles Dickens

Flashback - The interrupting of the course of action to interpolate an account of previous events; more dramatic than a chronological account

Example:

> It was now lunch time and they were all sitting under the double green fly of the dining tent pretending that nothing had happened.
>
> Ernest Hemingway

OTHER DEVICES

Apostrophe - The addressing of an object or concept

Example:

> O Death, where is thy sting?

Personification - The attributing of human qualities to animals, abstractions, or inanimate objects

Example:

> The lazy sun shone down indolently.

Irony - A figure of speech where the meaning is opposite to the literal text. Often used in mockery or satire.

Example:

> What has the gray-haired prisoner done?
> Has murder stained his hands with gore?
> Not so; his crime's a fouler one—
> God made the old man poor.
>
> John Greenleaf Whittier

Epigram - A short, witty saying, usually true.

Example:

> 'Tis education forms the common mind;
> Just as the twig is bent the tree's inclined.

SILVER MOON

Michael Nesmith

See the lazy windmill slowly turning
Cutting up the marble canyons of the sky
See the dust around my feet go churning
Moving the winds down the highway of goodbye.
Standing in the lonely night of the silver moon
With the unexpected destination of my home
Now I must go, go,and let go.

Half the thoughts I'm thinking speak in sighs
As that same old wave of loneliness returns
As I can see you when I close my eyes
Speaking very softly as you turn.

Assessment of Comprehension

1. The *windmill slowly turning* is

    1. a metaphor
    2. a simile
    3. an image
    4. a synecdoche

2. The *old wave of loneliness* contains a sound device known as

    1. alliteration
    2. assonance
    3. identical rhyme
    4. cacophony

3. *Speak in sighs* is an example of

    1. alliteration
    2. assonance
    3. identical rhyme
    4. cacophony

4. Calling a windmill

    1. mixed metaphor
    2. apostrophe
    3. hyperbole
    4. personification

5. *Now I must go, go,*

    1. repetition for
    2. personification
    3. hyperbole
    4. cacophony

6. *Turning-churning* is

    1. alliteration
    2. true rhyme
    3. feminine rhyme
    4. alternate rhyme

7. The *silver moon* is

    1. an image
    2. a hyperbole
    3. an alliterative
    4. a simile

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the sky
hurning
of goodbye.
he silver moon
f my home

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Comprehension

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ntains a sound device known as

of

4. Calling a windmill *lazy* is

    1. mixed metaphor
    2. apostrophe
    3. hyperbole
    4. personification

5. *Now I must go, go, let go,* is an example of

    1. repetition for effect
    2. personification
    3. hyperbole
    4. cacophony

6. *Turning-churning* is an example of

    1. alliteration
    2. true rhyme
    3. feminine rhyme
    4. alternate rhyme

7. The *silver moon* is

    1. an image
    2. a hyperbole
    3. an alliterative device
    4. a simile

L3 SIMILE, TWISTER 1/1

SIMILE

My passion is as mustard strong;
I sit all sober sad;
Drunk as a piper all day long,
Or like a March-hare mad.

Round as a hoop the bumpers flow;
I drink, yet can't forget her;
For, though as drunk as David's sow,
I love her still the better.

Pert as a pear-monger I'd be,
If Molly were but kind;
Cool as a cucumber could see
The rest of womankind.

As soft as pap her kisses are,
Methinks I taste them yet;
Brown as a berry is her hair,
Her eyes as black as jet:

As smooth as glass, as white as curds,
Her pretty hand invites;
Sharp as a needle are her words;
Her wit, like pepper, bites:

Full as an egg was I with glee;
And happy as a king.
Good Lord! how all men envy'd me!
She lov'd like any thing.

But false as hell! she, like the wind,
Chang'd, as her sex must do;
Though seeming as the turtle kind,
And like the gospel true.

I, melancholy as a cat,
And kept awake to weep;
But she, insensible of that,
Sound as a top can sleep.

Sure as a gun, she'll drop a tear,
And sigh, perhaps, and wish,
When I am rotten as a pear,
And mute as any fish.

The twai
As twines
'Twixt th
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TWISTER

The twain that, in twining, before in the twine
As twines were intwisted; he now doth untwine;
'Twixt the twain inter-twisting a twine more between,
He, twirling his twister, makes a twist of the twine.

When a Twister a-twisting will twist him a twist,
For the twisting of his twist, he three twines doth intwist;
But if one of the twines of the twist do untwist,
The twine that untwisteth, untwisteth the twist.

Untwirling the twine that untwisteth between,
He twirls, with his twister, the two in a twine;
The, twice having twisted the twines of the twine,
He twitcheth, the twice he had twined, in twain.

II

Oh, you may drive a horse to water,
But a pencil must be lead.

III

Do you carrot all for me?
My heart beets for you,
With your turnip nose
And your radish face.

You are a peach.
If we canteloupe
Lettuce marry;
Weed make a swell pear.

Anonymous

Below you will find literary examples in each of which one or more figures of speech are employed. Name the figure of speech in each instance.

1. Eternal Spirit of the Chainless Mind!
   Brightest in dungeons, Liberty! thou art,...

2. Low, low, breathe and blow,
   Wind of the western sea!

3. *(Referring to the skylark)*

   The pale purple even
   Melts around thy flight;
   Like a star of heaven,
   In the broad daylight

4. He shall come down like rain upon the mown grass.

5. Rats!
   By drowning their speaking
   With shrieking and squeaking
   In fifty different sharps and flats

6. The fog came in on little cat feet.

7. Love's arms were wreathed about the neck of Hope.

8. She was drowned in tears.

9. How kind of him to remind me of my many failures!

10. His eyes were coals of fire.

11. Honor or shame from no condition rise,
    Act well your part, there all honor lies.

12. The sea waves sobbed with sorrow.

13. And the muttering grew to a grumbling;
    And the grumbling grew to a mighty rumbling;
    And out of the houses the rats came tumbling.

14. Red as a rose was she.

15. It is as sport to a fool to do wickedness,
    And so is wisdom to a man of discernment.

16. What hands are here?
    Will all great Neptur
    Clean from my hand?
    The multitudinous sea
    Making the green one

17. Life's but a walking

18. Tell me, Noon, thou p
    Pilgrim of Heaven's h
    In what depth of nigh
    Seekest thou repose

19. God brought a vine ou

20. The waves are dancing

Below you will find excerp
more figures of speech are
each instance.

1. Call Roto-Rooter and

2. Maclean's whitened so

3. Short pants, long pan

4. The new ready-to-wear

5. Stop smogging.
   Start smoking Lark

6. Santa Claus lives on

7. Hush Puppies

8. It doesn't taste like

9. Ten little losers,
   standing in a line.
   One bought our magazi
   Then there were nine

10. Fostoria is fashion

11. Saturday morning is t
    noisy crowds.

in each of which one or more
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16. **What hands are here? ha! they pluck out mine eyes.**
    Will all great Neptune's ocean wash this blood
    Clean from my hand? No, this my hand will rather
    The multitudinous seas incarnadine,
    Making the green one red.

17. Life's but a walking shadow.

18. Tell me, Noon, thou pale and gray
    Pilgrim of Heaven's homeless way,
    In what depth of night or day
     Seekest thou repose now?

19. God brought a vine out of Egypt and planted it in Palestine.

20. The waves are dancing fast and bright.

Below you will find excerpts from advertising in each of which one or more figures of speech are employed. Name the figure of speech in each instance.

1. Call Roto-Rooter and away go troubles down the drain.

2. Maclean's whitened so well it worried me.

3. Short pants, long pants, from Paris - ready to wear here and now

4. The new ready-to-wear from over there.

5. Stop smogging.
   Start smoking Lark

6. Santa Claus lives on Sesame Street, too.

7. Hush Puppies

8. It doesn't taste like a sacrifice.

9. Ten little losers,
    standing in a line.
   One bought our magazine
    Then there were nine.

10. Fostoria is fashion

11. Saturday morning is the supermarket and car wash and laundry and noisy crowds.

L4 FIGURES OF SPEECH, PRACTICE EXERCISE 2/2

12. Battani is boots and bags and belts and sandals.

13. Suddenly slim

14. Maryland 100's...Made for Menthol

15. As fresh as a daisy.

16. To live,
To laugh.
To forget time.
Cointreau

17. 3 minutes from pack to stack

18. Slurp!

19. Wake up your dining room!

20. Japan...where technology sits down to the tea ceremony

SUPERSTITION: THE REMNANTS OF MAGIC

Gary Jennings

Although almost all societies have attached special significance to the various numerical digits and combinations of digits, they have seldom agreed on which are the "good" numbers and which are the "bad." For example, the Chinese have long considered thirteen a lucky number. They used to measure time by a lunar calendar, and because the moon goes through thirteen cycles a year, the Chinese year consisted of thirteen months.

Whether considered good or bad, seven has always been one of the important numbers. The Orientals honored the Seven Precious Things (gold, silver, rubies, emeralds, crystal, amber, and agate). In the Western world the ancients like to lump all sorts of things together in groups of seven—the Seven Wonders of the World, the Seven Sages of the Greeks, and the Seven Liberal Arts.

The early religious leaders lamented mankind's Seven Deadly Sins and looked forward to a Seventh Heaven (its highest level). Early astronomers refused to believe there could be more than Seven Heavenly Bodies (the sun, the moon, Mercury, Venus, Mars, Jupiter, and Saturn). Early mariners charted the Seven Seas.

Seven was also a meaningful figure to the medieval sorcerers and alchemists. They thought it a "strong" number because it was made up, they said, of the four elements of the human body (flesh, bone, blood, and spirit), and the three of the human soul (passion, desire, and reason). But the number's importance to ordinary people is more likely based on the story of creation, in which God rested on the seventh day and called it blessed.

Shakespeare divided the human life span into the Seven Ages of Man. The number seven even sets limits to laws; to this day certain crimes cannot be prosecuted and certain debts are not collectable if action is not taken on them within seven years. And the number persists in such superstitions as the broken mirror's seven years of bad luck, and lucky seven of dice games, and the lifelong luck that's supposed to follow a man who is the seventh son of a seventh son.

The number forty appears again and again in the Bible. Noah's rainstorm lasted forty days and forty nights. The Israelites who fled from Egypt wandered in the wilderness for forty years. Moses spent forty days and nights on Mt. Sinai, copying down

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on Mt. Sinai, copying down

the Lord's Ten Commandments. The number's seeming significance so impressed the medieval Europeans that they assigned it a rather odd job.

In those days plagues and other epidemics had become so frequent that in the 1600's the port cities of Europe made all incoming ships anchor outside the harbor and wait there until it was certain that they weren't bringing a new disease in with them. Nobody knew how long a ship should have to wait, so they arbitrarily applied the Biblical number of forty; if none of the people aboard ship showed sign of sickness after forty days, the ship was allowed to dock and the passengers to go ashore.

The practice was first instituted in Italy, and the Italian word for forty is *quaranta*, so the isolation period became know as "quarantine." The practice is still observed, not only for travelers, but for individual cases of infectious diseases. The isolation no longer lasts a tedious forty days; it varies now according to local laws.

But of all the numbers, poor thirteen must carry the heaviest weight of superstition. You know the taboos: don't take chances on the thirteenth day of the month, especially if it's a Friday; never seat thirteen at table; etc. And you know how many hotels, apartment houses, and even office buildings have no thirteenth floor.

Most Christians believe that the number's disfavor dates from the Last Supper, when Christ dined with the twelve apostles just before the final betrayal. Jews associate the number with a legend that after the thirteen chiefs of the tribes of Israel enjoyed the first Feast of Passover, the tribe of the youngest chief, Benjamin, was wiped out in battle.

Actually the number's unpopularity is far older than either of these traditions. It began back in prehistory when the first men learned to count. They did this with the only computer they had: their ten fingers and two feet; they didn't count toes. These added up to twelve. Beyond twelve was the incalculable unknown, which man didn't like to think about. He still doesn't.

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Assessment of Comprehension

1. In this selection, the author elaborates on the significance certain societies have placed on

   1. their holy days
   2. the flood story
   3. numbers
   4. letters

2. Seven was a meaningful number to

   1. Medieval sorcerers and alchemists
   2. Noah on his ark
   3. Italian doctors
   4. Chinese calendar makers

3. Seven is important [illegible]

   1. whist
   2. roulette
   3. dice
   4. poker

4. The four element[illegible]n body are spirit, blood, bone, and

   1. passion
   2. flesh
   3. reason
   4. corpuscle

5. The poet who spoke [illegible]even Ages of Man was

   1. Dante
   2. Milton
   3. Confucius
   4. Shakespeare

6. Counting beyond twelve [illegible]ed prehistoric man to

   1. the decimal system
   2. counting his toes
   3. the unknown
   4. multiplication

7. One reason for the belief that thirt

   1. there were 13 plagues in the 160
   2. Benjamin was killed by Henry XII
   3. the Egyptians wandered for 13 ye
   4. there were 13 men at the Last Su

Comprehension

elaborates on the significance
on

to

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body are spirit, blood,

n Ages of Man was

historic man to

7. One reason for the belief that thirteen was unlucky was that

   1. there were 13 plagues in the 1600's
   2. Benjamin was killed by Henry XIII
   3. the Egyptians wandered for 13 years in the desert
   4. there were 13 men at the Last Supper

MATTHEW A. HENSON, EXPLORER

Langston Hughes

By April 5 they were thirty-five miles from the Pole. Peary with his mutilated feet was then fifty-three years, and Matt was no longer young either. Could it be that at last their dream of so many years would come true? That night only the Eskimos slept—uninterested in seeking a new spot of ice in this world of ice they had known all their lives. Henson and Peary could not sleep for the excitement of it. A part of Matt's job as trail-blazer was to build an igloo of ice at each stopping point so that when Peary got there they could rest until time to start again. On the day when Henson, forging ahead, finally arrived at a point where North no longer existed, he knew he had reached the Pole. With Ootah's assistance, there he began to build an igloo. Forty-five minutes later, with Eskimos and a team of dogs, Peary arrived. To Matt Henson, Peary gave the honor of planting the American flag at the North Pole while he stood in salute. It was April 6, 1909.

Eleven years later Admiral Peary died, but Matt Henson lived to be eighty-eight years old. He passed away in New York City in 1955. In tribute to his long series of explorations, Matt Henson received a Congressional Medal, a gold medal from the Chicago Geographical Society, a loving cup from the Bronx Chamber of Commerce, and a building has been named after him at Dillard University. On the occasion of the forty-fifth anniversary of the Discovery of the North Pole, President Eisenhower honored Matt Henson at the White House.

Assessment of Comprehension

1. The article fails to mention that Matthew Henson was
    1. a Congressional medal winner
    2. a black man
    3. a trail blazer
    4. a middle-aged man

2. The idea of thi
    1. pay tribute
    2. to acknowle
    3. to give a l
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3. Henson knew he w
    1. the extreme
    2. the Eskimos
    3. the marker a
    4. the fact tha

4. Peary actually a
    1. 3 days later
    2. 45 minutes l
    3. a day later
    4. a month late

5. The expedition m
    1. Spring
    2. Summer
    3. Winter
    4. Fall

6. The fact that He
    1. omitted
    2. stressed
    3. hinted at
    4. evaluated

7. The author wants
    1. a one-man v
    2. not a one-m
    3. an Eskimo t
    4. an English a

HENSON, EXPLORER

ton Hughes

e miles from the Pole. Peary with
ty-three years, and Matt was no
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at night only the Eskimos slept—
pot of ice in this world of ice
Henson and Peary could not
A part of Matt's job as trail-
ice at each stopping point so
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Peary gave the honor of planting
Pole while he stood in salute. It

y died, but Matt Henson lived to
passed away in New York City in
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a gold medal from the Chicago
cup from the Bronx Chamber of
en named after him at Dillard
the forty-fifth anniversary of
, President Eisenhower honored

of Comprehension

n that Matthew Henson was

inner

2. The idea of this particular selection is to

   1. pay tribute to Admiral Peary's bravery
   2. to acknowledge an anniversay of polar exploration
   3. to give a lesser known explorer some overdue credit
   4. to explain polar flights

3. Henson knew he was at the Pole by

   1. the extreme drop in temperature
   2. the Eskimos' telling him
   3. the marker at the spot
   4. the fact that he could only go south

4. Peary actually arrived at the Pole about

   1. 3 days later
   2. 45 minutes later
   3. a day later
   4. a month later

5. The expedition moved toward the Pole in the

   1. Spring
   2. Summer
   3. Winter
   4. Fall

6. The fact that Henson was Peary's personal servant is

   1. omitted
   2. stressed
   3. hinted at
   4. evaluated

7. The author wants the reader to understand that this trip was

   1. a one-man venture
   2. not a one-man venture
   3. an Eskimo triumph
   4. an English adventure

SHOOTING AN ELEPHANT

George Orwell

In Moulmein, in lower Burma, I was hated by large numbers of people--the only time in my life that I have been important enough for this to happen to me. I was subdivisional police officer of the town, and in an aimless, petty kind of way an anti-European feeling was very bitter. No one had the guts to raise a riot, but if a European woman went through the bazaars alone somebody would probably spit betel juice over her dress. As a police officer I was an obvious target and was baited whenever it seemed safe to do so. When a nimble Burman tripped me up on the football field and the referee (another Burman) looked the other way, the crowd yelled with hideous laughter. This happened more than once. In the end the sneering yellow faces of young men that met me everywhere, the insults hooted after me when I was at a safe distance, got badly on my nerves. The young Buddhist priests were the worst of all. There were several thousands of them in the town and none of them seemed to have anything to do except stand on street corners and jeer at Europeans.

All this was perplexing and upsetting. For at that time I had already made up my mind that imperialism was an evil thing and the sooner I chucked up my job and got out of it the better. Theoretically--and secretly, of course--I was all for the Burmese and all against their oppressors, the British. As for the job I was doing, I hated it more bitterly than I can perhaps make clear. In a job like that you see the dirty work of the Empire at close quarters. The wretched prisoners huddling in the stinking cages of the lockups, the gray, cowed faces of the long-term convicts, the scarred buttocks of men who had been flogged with bamboos--all these oppressed me with an intolerable sense of guilt. But I could get nothing into perspective. I was young and ill-educated and I had to think out my problems in the utter silence that is imposed on every Englishman in the East. I did not know that the British Empire is dying, still less did I know that it is a great deal better than the younger empires that are going to supplant it. All I knew was that I was stuck between my hatred of the empire I served and my rage against the evil-spirited little beasts who tried to make my job impossible. With one part of my mind I thought of the British Raj as an unbreakable tyranny, as something clamped down, in *saecula saeculorum*, upon the will of prostrate peoples; with another part I thought that the greatest joy in the world would be to drive a bayonet into a Buddhist priest's guts. Feelings like these are the normal by-product of imperialism; ask any Anglo-Indian official, if you can catch him off duty.

A

1. George Orwell is
   1. Burmese
   2. Scotch
   3. Irish
   4. British
2. During his time in
   1. happy
   2. ambitious
   3. upset
   4. apathetic
3. The narrator wants
   1. confused react
   2. guilt
   3. fear
   4. compassion
4. The reactions of t
   1. violence
   2. diverse impuls
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5. The narrator obvio
   1. Burmese common
   2. British common
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   4. the empire bui
6. The people's feeli
   1. love
   2. hate
   3. friendship
   4. apathy

N ELEPHANT

Orwell

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can catch him off duty.

Assessment of Comprehension

1. George Orwell is

    1. Burmese
    2. Scotch
    3. Irish
    4. British

2. During his time in service, the narrator was often

    1. happy
    2. ambitious
    3. upset
    4. apathetic

3. The narrator wants the reader to share his

    1. confused reactions
    2. guilt
    3. fear
    4. compassion

4. The reactions of the narrator are a result of his own

    1. violence
    2. diverse impulses
    3. whimsical emotions
    4. senselessness

5. The narrator obviously sided with the

    1. Burmese common man
    2. British common man
    3. the empire builders of England
    4. the empire builders of Burma

6. The people's feelings toward the author were those of

    1. love
    2. hate
    3. friendship
    4. apathy

MARY WHITE

William Allen White

The last hour of her life was typical of its happiness. She came home from a day's work at school, topped off by a hard grind with the copy on the high school annual, and felt that a ride would refresh her. She climbed into her khakis, chattering to her mother about the work she was doing, and hurried to get her horse and be out on the dirt roads for the country air and the radiant green fields of the spring. As she rode through the town on an easy gallop, she kept waving at passers-by. She knew everyone in town. For a decade the little figure with the long pigtail and the red hair ribbon had been familiar on the streets of Emporia, and she got in the way of speaking to those who nodded at her. She passed the Kerrs, walking the horse, in front of the Normal Library, and waved at them; passed another friend a few hundred feet further on, and waved at her. The horse was walking, and as she turned into North Merchant Street, she took off her cowboy hat, and the horse swung into a lope. She passed the Tripletts and waved her cowboy hat at them, still moving gaily north on Merchant Street. A Gazette carrier passed--a high school boy friend--and she waved at him, but with her bridle hand; the horse veered quickly, plunged into the parking lot where a low-hanging limb faced her, and, while she still looked back waving, the blow came. But she did not fall from the horse; she slipped off, dazed a bit, staggered, and fell in a faint. She never quite recovered consciousness.

Assessment of Comprehension

1. William Allen White presents the last hour of his daughter's life as filled with

   1. sadness
   2. happiness
   3. hospital scenes
   4. tragedy

2. His recollections give details which form a picture of

   1. a sad death
   2. a bookish lady
   3. an active girl
   4. a boycrazy kid

3. She was

   1. small of stature
   2. big boned
   3. tall
   4. husky

4. The picture contains such det

   1. jeans, a green ribbon, a
   2. riding clothes, sombrero,
   3. overalls, cowboy hat, sho
   4. khakis, cowboy hat, red h

5. She worked on the high school

   1. newspaper
   2. magazine
   3. book store
   4. annual

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its happiness. She came
off by a hard grind with
elt that a ride would
, chattering to her
hurried to get her horse
try air and the radiant
through the town on an
y. She knew everyone in
n the long pigtail and
the streets of Emporia,
se who nodded at her.
in front of the Normal
r friend a few hundred
orse was walking, and as
e took off her cowboy
e passed the Tripletts
oving gaily north on
d--a high school boy
r bridle hand; the horse
lot where a low-hanging
ed back waving, the
horse; she slipped off,
nt. She never quite

ension

hour of his daughter's

form a picture of

3. She was

    1. small of stature
    2. big boned
    3. tall
    4. husky

4. The picture contains such details as

    1. jeans, a green ribbon, a pigtail
    2. riding clothes, sombrero, plait
    3. overalls, cowboy hat, short hair
    4. khakis, cowboy hat, red hair ribbon

5. She worked on the high school

    1. newspaper
    2. magazine
    3. book store
    4. annual

DIRT, GRIME, AND CRUEL CROWDING

Eric Sevareid

One way to go quietly insane is to think hard about the concept of eternity. Another way, for anyone living in a megalopolis like New York, is to think hard about "progress." The eerie sensation comes over one that true progress reached the end of its cable some years ago and is now recoiling upon us, an unstoppable juggernaut smashing masses of human beings back toward medieval conditions of life.

The streets are littered with cigarette and cigar butts, paper wrappings, particles of food, and dog droppings. How long before they become indistinguishable from the gutters of medieval towns when slop pails were emptied from the second-story windows?

Thousands of New York women no longer attend evening services in their churches. They fear assault as they walk the few steps from bus or subway station to their apartment houses. The era of the medieval footpad had returned, and, as in the Dark Ages, the cry for help brings no assistance, for even grown men know they would be cut down before the police could arrive.

A thousand years ago in Europe, acres of houses and shops were demolished and their inhabitants forced elsewhere so that great cathedrals could be built. For decades the building process soaked up all available skilled labor; for decades the townspeople stepped around pits in the streets, clambered over ropes and piles of timber, breathed mortar dust, and slept and woke to the crashing noise of construction.

The cathedrals, when finished, stood half-empty six days a week, but most of them had beauty.

Today, the ugly office skyscrapers go up, shops and graceful homes are obliterated, their inhabitants forced away, and year after year New Yorkers step around the pits, stumble through the wooden catwalks, breathe the fine mist of dust, absorb the hammering noise night and day, and telephone in vain for carpenter or plumber.

And the skyscrapers stand empty two days and seven nights a week. This is progress.

At the rush hour, men outrun old women for the available cab; the strong bodily crush back the weak for a place to stand in

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than a cattle wagon i
and subway cars began
garages are built, im
as before, and that i
Robert Moses, builds
are at once crammed b
locomotives, carrying

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So skyscrapers and bo
to build them increas
possible victims incr

But it's progress.

The secret, terrible
of human effort, grac
great ant-hill cities
around and is now des

1. The comparison of
    1. alliteration
    2. hyperbole
    3. metaphor
    4. simile
2. The details in pa
    1. alliterative
    2. metaphors
    3. similes
    4. a series of f
3. The phrase *crashi*
   device known as
    1. alliteration
    2. assonance
    3. simile
    4. onomatopoeia

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RUEL CROWDING

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suffocating bus or subway car, no less destructive of human dignity than a cattle wagon in the time of Peter the Great. When the buses and subway cars began, they represented progress. Great parking garages are built, immediately filled with cars; the traffic remains as before, and that is progress. The renowned New York constructionist, Robert Moses, builds hundreds of miles of access highways, and they are at once crammed bumper to bumper with automobiles as long as locomotives, carrying an average of about two human beings apiece.

Parkinson's general law applies here,too, for vehicles will always increase in direct proportion to the increase in spaces to hold them. So skyscrapers and boxlike apartment houses will increase as the money to build them increases. So footpads will increase as the number of possible victims increases.

But it's progress.

The secret, terrible fact is that progress, in all measurable terms of human effort, grace, and self-respect, ended some years ago in the great ant-hill cities. The juggernaut of time and effort has turned around and is now destroying the recent progressive past.

Assessment of Comprehension

1. The comparison of progress to a juggernaut is

    1. alliteration
    2. hyperbole
    3. metaphor
    4. simile

2. The details in paragraph #2 are

    1. alliterative
    2. metaphors
    3. similes
    4. a series of images

3. The phrase *crashing noise of construction* contains the sound device known as

    1. alliteration
    2. assonance
    3. simile
    4. onomatopoeia

THE TALENTED TENTH

Arna Bontemps

In the summer of 1894 a young man of twenty-six, a natural scholar and an aristocrat in appearance, returned to the United States wearing gloves and carrying a cane like the German University students among whom he had just spent two years. Fisk and Harvard had given him degrees before he went abroad, and in each place his professors had marked him as one of the brightest of the bright. As a student he had written brilliantly for the *Fisk Herald*. At Harvard, he had won highest awards. Twenty years of attending schools in America and Europe had been a series of triumphs for W.E. Burghardt Du Bois. Now he was ready for a job.

In quick succession he received offers from Wilberforce University in Ohio and Lincoln Institute in Missouri. Then came a telegram from Tuskegee: "Can give mathematics if terms suit. Will you accept? Booker T. Washington." But Du Bois had already accepted the first offer. He never went to Tuskegee as a teacher. Nevertheless, his name became associated in another way with that of its distinguished founder. Du Bois saw the South and the condition of the Negro in America through different eyes, and the program he offered his people was unlike the plan laid down by Booker T. Washington. In some ways, the two were in conflict.

Assessment of Comprehension

1. Du Bois had distinguished himself as a(n)

    1. fashionable dresser
    2. opponent to Booker T. Washington
    3. gifted scholar
    4. translator of the German language

2. Upon returning from Eu

    1. first, a position
    Lincoln Institute;
    2. first, a position
    Wilberforce; and t
    3. a job writing for
    4. a position at Harv

3. The name of Du Bois is
Washington because of

    1. his long tenure at
    2. his admiration for
    3. their common goals,
    4. their lack of agre

4. Evidently, Du Bois was

    1. agricultural techn
    2. mathematics
    3. philosophy
    4. cultural history

'ALENTED TENTH

ıa Bontemps

›ung man of twenty-six, a natural
in appearance, returned to the
›es and carrying a cane like the
among whom he had just spent
rd had given him degrees before
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r the *Fisk Herald*. At Harvard, he
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ed the first offer. He never went
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nt eyes, and the program he offered
plan laid down by Booker T.
the two were in conflict.

ıent of Comprehension

shed himself as a(n)

r
T. Washington

German language

2. Upon returning from Europe, Du Bois was offered
   1. first, a position at Wilberforce; second, a position at Lincoln Institute; and third, a position at Tuskegee
   2. first, a position at Tuskegee; second, a position at Wilberforce; and third, a position at Lincoln Institute
   3. a job writing for the *Fisk Herald*
   4. a position at Harvard
3. The name of Du Bois is often associated with that of Booker T. Washington because of
   1. his long tenure at Tuskegee
   2. his admiration for a fellow colleague
   3. their common goals
   4. their lack of agreement
4. Evidently, Du Bois was qualified to teach
   1. agricultural technology
   2. mathematics
   3. philosophy
   4. cultural history

THE JOB OF THE WASHINGTON CORRESPONDENT

Walter Lippmann

The job of a Washington correspondent has changed and developed and grown in my own lifetime, and if I had to sum up in one sentence what has happened, it would be that the Washington correspondent has had to teach himself to be not only a recorder of facts and a chronicler of events but also a writer of notes and essays in contemporary history. Nobody invented or consciously proposed this development of the newspaper business. It has been brought about gradually by trial and error in the course of a generation.

I think that the turning point was the Great Depression of 1929 and the revolution and the wars which followed it. Long before 1929 there were, of course, signed articles, essays, criticisms, columns of comment in prose and in verse, and expressions of personal opinion. But the modern Washington correspondent—which includes the news analyst and the columnist—is a product of the world-wide Depression, of the social upheaval which followed it, and of the imminence of war during the 1930's.

The unending series of emergencies and crises which followed the economic collapse of 1929 and the wars of our generation have given to what goes on in Washington and in foreign lands an urgent importance. After 1929, the federal government assumed a role in the life of every American and in the destiny of the world which was radically new. The American people were not prepared for this role. The kind of journalism we practice today was born out of the needs of our age—out of the need of our people to make momentous decisions about war and peace, decisions about the world-wide revolutions among the backward peoples, decisions about the consequence of the technological transformation of our own way of life in this country. The generation to which I belong has had to find its way through an uncharted wilderness. There was no book written before 1930, nor has any been written since then, which is a full guide to the world we write about. We have all had to be explorers of a world that was unknown to us and of mighty events which were unforeseen.

The first presidential press conferences I attended were during the Administration of Woodrow Wilson before this country became involved in World War I. These press conferences were so small that they were held in the President's office, with the correspondents standing about three or four deep around his desk. When the conference ended, the President would sit back in his chair, and those who wanted to do so would stay on a bit, asking him to clear up or amplify this

Ass

1. Walter Lippmann has
    1. a tea salesman
    2. a European repor
    3. a Washington cor
    4. an ex-patriate
2. He feels that his wo
    1. 70's
    2. 30's
    3. 40's
    4. 50's
3. He began his career
    1. T. Roosevelt
    2. F. D. Roosevelt
    3. W. Wilson
    4. H. Hoover
4. He feels that he was
    1. a Columbian jung
    2. an Arctic region
    3. an uncharted wil
    4. a known world
5. Lippmann tries to ex
    1. changing role of
    2. stability of his
    3. lack of organize
    4. formal education

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Lippmann

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dent's office, with the corres-
four deep around his desk. When
ent would sit back in his chair,
uld stay on a bit, asking him to
clear up or amplify this or that piece of news.

Assessment of Comprehension

1. Walter Lippmann has spent his life as
   1. a tea salesman
   2. a European reporter
   3. a Washington correspondent
   4. an ex-patriate
2. He feels that his work was shaped by events in the
   1. 70's
   2. 30's
   3. 40's
   4. 50's
3. He began his career during the administration of President
   1. T. Roosevelt
   2. F. D. Roosevelt
   3. W. Wilson
   4. H. Hoover
4. He feels that he was like an explorer in
   1. a Columbian jungle
   2. an Arctic region
   3. an uncharted wilderness
   4. a known world
5. Lippmann tries to explain the
   1. changing role of the commentator
   2. stability of his career
   3. lack of organized activity
   4. formal education of a reporter

EMINENT VICTORIANS

Lytton Strachey

Eventually the whole business of purveying to the hospitals was, in effect, carried out by Miss Nightingale. She, alone, it seemed, whatever the contingency, knew where to lay her hands on what was wanted; she alone possessed the art of circumventing the pernicious influences of official etiquette. On one occasion 27,000 shirts, sent out at her insistence by the Home Government, arrived, were landed, and were only waiting to be unpacked. But the official "Purveyor" intervened: "he could not unpack them," he said, "without a Board." Miss Nightingale pleaded in vain; the sick and wounded lay half-naked, shivering for want of clothing; and three weeks elapsed before the Board released the shirts. A little later, on a similar occasion, Miss Nightingale ... ordered a Government consignment to be forcibly opened, while the "Purveyor" stood by, wringing his hands in departmental agony.

Assessment of Comprehension

1. The tone of the author reveals his attitude toward Miss Nightingale, his feelings of

   1. amazement and chagrin
   2. admiration and respect
   3. prejudice and apathy
   4. frustration and fright

2. The use of a phrase like *she alone* gives the reader an idea of Miss Nightingale's

   1. loneliness
   2. conceit
   3. femininity
   4. uniqueness

3. Describing the influences of official etiquette as *pernicious* reveals the author's awareness of the

   1. dangers of red tape
   2. efficiency of command procedure
   3. lack of blood plasma
   4. female liberation movement

4. The description of the sick an
   serves as

   1. an introduction of sexual
   2. weather material
   3. historic documentation
   4. contrast to bureaucratic l

5. The Purveyor seems concerned o

   1. humanity
   2. the men's needs
   3. department procedure
   4. Miss Nightingale's request

6. In this selection, the author'

   1. metaphors
   2. similes
   3. onomatopoeia
   4. word choice

4. The description of the sick and wounded as *half-naked* and *shivering* serves as

   1. an introduction of sexual detail
   2. weather material
   3. historic documentation
   4. contrast to bureaucratic lack of concern

5. The Purveyor seems concerned only with

   1. humanity
   2. the men's needs
   3. department procedure
   4. Miss Nightingale's requests

6. In this selection, the author's tone is communicated by his

   1. metaphors
   2. similes
   3. onomatopoeia
   4. word choice

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the hospitals was,
She, alone, it seemed,
r hands on what was
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On one occasion
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SPEECH OF ACCEPTANCE, NOBEL PRIZE FOR LITERATURE

William Faulkner

I feel that this award was not made to me as a man but to my work—a life's work in the agony and sweat of the human spirit, not for glory and least of all for profit, but to create out of the materials of the human spirit something which did not exist before. So this award is only mine in trust. It will not be difficult to find a dedication for the money part of it commensurate with the purpose and significance of its origin. But I would like to do the same with the acclaim too, by using this moment as a pinnacle from which I might be listened to by the young men and women already dedicated to the same anguish and travail, among whom is already that one who will some day stand here where I am standing.

Our tragedy today is a general and universal physical fear so long sustained by now that we can even bear it. There are no longer problems of the spirit. There is only the question: when will I be blown up? Because of this, the young man or woman writing today has forgotten the problems of the human heart in conflict with itself which alone can make good writing because only that is worth writing about, worth the agony and the sweat.

He must learn them again. He must teach himself that the basest of all things is to be afraid; and, teaching himself that, forget it forever, leaving no room in his workshop for anything but the old verities and truths of the heart, the old universal truths lacking which any story is ephemeral and doomed—love and honor and pity and pride and compassion and sacrifice. Until he does so he labors under a curse. He writes not of love but of lust, of defeats in which nobody loses anything of value, of victories without hope and worst of all without pity or compassion. His griefs grieve on no universal bones, leaving no scars. He writes not of the heart but of the glands.

Until he relearns these things he will write as though he stood among and watched the end of man. I decline to accept the end of man. It is easy enough to say that man is immortal simply because he will endure; that when the last ding-dong of doom has clanged and faded from the last worthless rock hanging tideless in the last red and dying evening, that even then there will still be one more sound: that of his puny inexhaustible voice, still talking. I refuse to accept this. I believe that man will not merely endure: he will prevail. He is immortal, not because he alone among creatures has an inexhaustible voice, but because he has a soul, a spirit capable of compassion and sacrifice and endurance. The poet's, the writer's dut
privilege to help man end
of the courage and honor
and sacrifice which have
voice need not merely be
the pillars to help him e

Asse

1. William Faulkner feel
    1. capable of nobili
    2. incapable of nobi
    3. a sex-crazed and
    4. doomed
2. He feels that writers
    1. are unimportant
    2. are money mad
    3. are without visic
    4. have a duty to fu
3. *Ding-dong of doom* is
    1. assonance, allite
    2. simile, metaphor,
    3. rhyme and rhythm
    4. rhyme and cacopho
4. The *dying evening* is
    1. simile
    2. metaphor
    3. oxymoron
    4. personification
5. Faulkner regards the
    1. a burden
    2. ridiculous
    3. impossible
    4. a privilege

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poet's, the writer's duty is to write about these things. It is his privilege to help man endure by lifting his heart, by reminding him of the courage and honor and hope and pride and compassion and pity and sacrifice which have been the glory of his past. The poet's voice need not merely be the record of man, it can be one of the props, the pillars to help him endure and prevail.

Assessment of Comprehension

1. William Faulkner feels that man is
    1. capable of nobility
    2. incapable of nobility
    3. a sex-crazed and militant animal
    4. doomed
2. He feels that writers and poets
    1. are unimportant voices
    2. are money mad
    3. are without vision
    4. have a duty to fulfill
3. *Ding-dong of doom* is a phrase containing
    1. assonance, alliteration, and onamatapoeia
    2. simile, metaphor, oxymoron
    3. rhyme and rhythm
    4. rhyme and cacophony
4. The *dying evening* is an example of
    1. simile
    2. metaphor
    3. oxymoron
    4. personification
5. Faulkner regards the poet's role of helping man endure as
    1. a burden
    2. ridiculous
    3. impossible
    4. a privilege

THE TRUMPETER TAKEN PRISONER

from the Fables of Aesop

Upon the defeat of an army in battle a Trumpeter was taken prisoner. The soldiers were about to put him to death, when he cried, "Nay, gentlemen, why should you kill me? I do not fight," said he; "I only blow this instrument, and surely that cannot harm you. This hand of mine is guiltless of a single life." "Yes," replied the soldiers; "but with that braying instrument of yours you incite others, and you must share the same fate as they."

"Words may be deeds."

Assessment of Comprehension

1. The theme of this story deals with

   1. how to kill a musician
   2. soldiering in the Middle Ages
   3. the realities of war
   4. peace at any price

2. The trumpeter's argument was based on the fact that he was a

   1. bad musician
   2. good musician
   3. good soldier
   4. noncombatant

3. The soldiers found him guilty of

   1. bad musicianship
   2. inspiring others to action
   3. murdering a comrade
   4. killing their donkey

4. Calling the trumpet a *braying instrument* is

   1. a simile
   2. a metaphor
   3. an implied metaphor
   4. an oxymoron

5. Stated in other words, th

   1. actions speak as loud
   2. actions can be stimul
   3. all's fair in love an
   4. war is hell

ISONER

esop

umpeter was taken
him to death, when
kill me? I do not
ument, and surely that
iltless of a single
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d you must share the

ension

the fact that he was a

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5. Stated in other words, the moral means

   1. actions speak as loud as words
   2. actions can be stimulated by others
   3. all's fair in love and war
   4. war is hell

LAND

Sinclair Lewis

He was named Sidney, for the sake of elegance, just as his parents had for elegance in their Brooklyn parlor a golden-oak combination bookcase, desk, and shield-shaped mirror. But Sidney Dow was descended from generations of Georges and Johns, of Lorens and Lukes and Nathans.

He was little esteemed in the slick bustle of his city school. He seemed a loutish boy, tall and heavy and slow-spoken, and he was a worry to his father. For William Dow was an ambitious parent. Born on a Vermont farm, William felt joyously that he had done well in the great city of Brooklyn. He had, in 1885, when Sidney was born, a real bathroom with a fine tin tub, gas lights, and a handsome phaeton with red wheels, instead of the washtub in the kitchen for Saturday-night baths, the kerosene lamps, and the heavy old buggy which his father still used in Vermont. Instead of being up at 5:30, he could loll abed till a quarter of seven, and he almost never, he chuckled in gratification at his progress, was in his office before a quarter to eight.

But the luxury of a red-wheeled carriage and late lying did not indicate that William's Yankee shrewdness had been cozened by urban vice, or that he was any less solid and respectable than old George, his own father. He was a deacon in the Universalist Church, he still said grace before meals, and he went to the theater only when Ben Hur was appearing.

Assessment of Comprehension

1. Sidney's parents had a passion for

    1. bathtubs
    2. Vermont
    3. Brooklyn
    4. elegance

2. The place in the story is

    1. Brooklyn
    2. Montpelier
    3. Rome
    4. Dowsville

3. The time is

    1. early 18
    2. early 19
    3. late 19th
    4. late 18th

4. The electric

    1. a novelt
    2. a gimcra
    3. an idioc
    4. not yet

5. Father was p

    1. Stanley
    2. Edsel Ei
    3. red wago
    4. red-whee

6. Father had

    1. not succ
    2. succumbe
    3. longed f
    4. yearned

7. In this pass

    1. new affl
    2. great po
    3. sterile
    4. southern

is

legance, just as his parents
lor a golden-oak combination
or. But Sidney Dow was
and Johns, of Lorens and

stle of his city school. He
nd slow-spoken, and he was a
was an ambitious parent. Born
ly that he had done well in
n 1885, when Sidney was born,
as lights, and a handsome
e washtub in the kitchen for
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r of seven, and he almost
his progress, was in his

ge and late lying did not
ess had been cozened by urban
d respectable than old George,
e Universalist Church, he
went to the theater only when

rehension

3. The time is
    1. early 18th century
    2. early 19th century
    3. late 19th century
    4. late 18th century

4. The electric light was
    1. a novelty
    2. a gimcrack
    3. an idiocy
    4. not yet in use

5. Father was proud of his
    1. Stanley Steamer
    2. Edsel Eight
    3. red wagon
    4. red-wheeled carriage

6. Father had
    1. not succumbed to easy living
    2. succumbed to easy living
    3. longed for Vermont
    4. yearned for California

7. In this passage there is an air of
    1. new affluence
    2. great poverty
    3. sterile classicism
    4. southern ante-bellum thinking

WUTHERING HEIGHTS

Emily Brontë

I have just returned from a visit to my landlord—the solitary neighbor that I shall be troubled with. This is certainly a beautiful country! In all England, I do not believe that I could have fixed on a situation so completely removed from the stir of society. A perfect misanthropist's heaven: and Mr. Heathcliff and I are such a suitable pair to divide the desolation between us. A capital fellow! He little imagined how my heart warmed toward him when I beheld his black eyes withdraw so suspiciously under their brows, as I rode up, and when his fingers sheltered themselves, with a jealous resolution, still further in his waistcoat, as I announced my name.

"Mr. Heathcliff!" I said.

A nod was the answer.

"Mr. Lockwood, your new tenant, sir. I do myself the honor of calling as soon as possible after my arrival, to express the hope that I have not inconvenienced you by my perseverance in soliciting the occupation of Thrushcross Grange: I heard yesterday you had had some thoughts——"

"Thrushcross Grange is my own, sir," he interrupted, wincing. "I should not allow anyone to inconvenience me, if I could hinder it—walk in!"

The "walk in" was uttered with closed teeth, and expressed the sentiment, "Go to the deuce": even the gate over which he leaned manifested no sympathizing movement to the words; and I think that circumstance determined me to accept the invitation: I felt interested in a man who seemed more exaggeratedly reserved than myself.

When he saw my horse's breast fairly pushing the barrier, he did put out his hand to unchain it, and then sullenly preceded me up the causeway, calling, as we entered the court—"Joseph, take Mr. Lockwood's horse; and bring up some wine."

"Here we have the whole establishment of domestics, I suppose," was the reflection suggested by this compound order. "No wonder the grass grows up between the flags, and cattle are the only hedge cutters."

Joseph was an elderly, nay, an old man: very old, perhaps, though hale and sinewy. "The Lord help us!" he soliloquized in an undertone of peevish displeasure, while relieving me of my horse: looking, meantime, in my face so sourly that I charitably conjectured he must have need of divine aid to digest his dinner, and his pious ejaculation had no reference to my unexpecte

Assessme

1. Lockwood's heart *warme*
    1. Heathcliff was his
    2. the wine he recent
    3. Heathcliff was sh
       also prized
    4. he was a charitabl
       to bestow on Heath
       suffering
2. *Misanthropist* refers
    1. one who hates peo
    2. one who enjoys be
    3. one who paints la
    4. a landlord of a l
3. *"Go to the deuce"* and
   of domestics..." are
    1. that were spoken
    2. that were never s
       thinking
    3. that were spoken
    4. that were spoken
       Lockwood
4. From this exercise it
    1. Lockwood had been
       Heathcliff
    2. Heathcliff was no
       to Lockwood
    3. Heathcliff had to
       Grange was a desi
    4. Lockwood moved to
       social life

HTS

andlord—the solitary neighbor ertainly a beautiful country! ould have fixed on a situation ciety. A perfect misanthro- e such a suitable pair to al fellow! He little imagined ld his black eyes withdraw de up, and when his fingers lution, still further in his

myself the honor of calling xpress the hope that I have in soliciting the occupation ou had had some thoughts—"

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Assessment of Comprehension

1. Lockwood's heart *warmed toward* Heathcliff because
   1. Heathcliff was his long lost brother
   2. the wine he recently drank was beginning to have effects
   3. Heathcliff was showing that he prized something Lockwood also prized
   4. he was a charitable man and he knew the gift he was about to bestow on Heathcliff would eliminate much of his suffering
2. *Misanthropist* refers to
   1. one who hates people
   2. one who enjoys being with people
   3. one who paints landscapes
   4. a landlord of a large estate
3. *"Go to the deuce"* and *"Here we have the whole establishment of domestics..."* are quotes
   1. that were spoken by Joseph
   2. that were never spoken but occurred to Lockwood in his thinking
   3. that were spoken by Heathcliff
   4. that were spoken by Heathcliff on a previous visit by Lockwood
4. From this exercise it can be determined that
   1. Lockwood had been unwilling to rent his estate to Heathcliff
   2. Heathcliff was not too eager to rent Thrushcross Grange to Lockwood
   3. Heathcliff had to convince Lockwood that Thrushcross Grange was a desireable place to live
   4. Lockwood moved to Thrushwood to take advantage of its social life

THE GIFT OF THE MAGI

O. Henry

One dollar and eighty-seven cents. That was all. And sixty cents of it was in pennies. Pennies saved one and two at a time by bulldozing the grocer and the vegetable man and the butcher until one's cheeks burned with the silent imputation of parsimony that such close dealing implied. Three times Della counted it. One dollar and eighty-seven cents. And the next day would be Christmas.

There was clearly nothing to do but flop down on the shabby little couch and howl. So Della did it. Which instigates the moral reflection that life is made up of sobs, sniffles, and smiles, with sniffles predominating.

While the mistress of the home is gradually subsiding from the first stage to the second, take a look at the home. A furnished flat at $8 per week. It did not exactly beggar description, but it certainly had that word on the lookout for the mendicancy squad.

In the vestibule below was a letterbox into which no letter would go, and an electric button from which no mortal finger could coax a ring. Also appertaining thereunto was a card bearing the name "Mr. James Dillingham Young."

The "Dillingham" had been flung to the breeze during a former period of prosperity when its possessor was being paid $30 per week. Now, when the income was shrunk to $20, the letters of "Dillingham" looked blurred, as though they were thinking seriously of contracting to a modest and unassuming D. But whenever Mr. James Dillingham Young came home and reached his flat above, he was called "Jim" and greatly hugged by Mrs. James Dillingham Young, already introduced to you as Della. Which is all very good.

Della finished her cry and attended to her cheeks with the powder rag. She stood by the window and looked out dully at a gray cat walking a gray fence in a gray backyard. Tomorrow would be Christmas Day, and she had only $1.87 with which to buy Jim a present. She had been saving every penny she could for months, with this result. Twenty dollars a week doesn't go far. Expenses had been greater than she had calculated. They always are.
Only $1.87 to buy a present for Jim. Her Jim. Many a happy hour she had spent planning for something nice for him. Something fine and rare and sterling—something just a little bit near to being worthy of the honor of being owned by Jim.

Assessment of

1. Della counted out her $1.87 an

   1. sat back and smiled
   2. called Macy's Shopping Ser
   3. threw herself down and how
   4. got a job at the grocery

2. Della had managed to save her

   1. stealing
   2. bulldozing the tradesmen
   3. moonlighting
   4. breaking into a piggy bank

3. The rent on their apartment wa

   1. $8 per month
   2. $200 per month
   3. $32-$40 per month
   4. $80-$90 per month

4. The James Dillingham Youngs ha

   1. rich
   2. slightly more prosperous
   3. slightly less prosperous
   4. frugal

5. Della is faced with the proble

   1. too few servants
   2. lack of love
   3. dope addiction
   4. poverty

6. This problem places her in con

   1. herself
   2. her husband
   3. society
   4. circumstances

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1. Della counted out her $1.87 and then
    1. sat back and smiled
    2. called Macy's Shopping Service
    3. threw herself down and howled
    4. got a job at the grocery
2. Della had managed to save her money by
    1. stealing
    2. bulldozing the tradesmen
    3. moonlighting
    4. breaking into a piggy bank
3. The rent on their apartment was
    1. $8 per month
    2. $200 per month
    3. $32-$40 per month
    4. $80-$90 per month
4. The James Dillingham Youngs had once been
    1. rich
    2. slightly more prosperous
    3. slightly less prosperous
    4. frugal
5. Della is faced with the problem of
    1. too few servants
    2. lack of love
    3. dope addiction
    4. poverty
6. This problem places her in conflict with
    1. herself
    2. her husband
    3. society
    4. circumstances

THE CASK OF AMONTILLADO

Edgar Allan Poe

When at last the clanking had subsided, I resumed the trowel, and finished without interruption the fifth, the sixth, and the seventh tier. The wall was now nearly upon a level with my breast. I again paused, and holding the flambeaux over the mason work, threw a few feeble rays upon the figure within.

A succession of loud and shrill screams, bursting suddenly from the throat of the chained form, seemed to thrust me violently back. For a brief moment I hesitated, I trembled. Unsheathing my rapier, I began to grope with it about the recess; but the thought of an instant reassured me. I placed my hand upon the solid fabric of the catacombs and felt satisfied. I reapproached the wall; I replied to the yells of him who clamored. I reechoed, I aided, I surpassed them in volume and in strength. I did this, and the clamorer grew still.

It was now midnight, and my task was drawing to a close. I had completed the eighth, the ninth, and the tenth tier. I had finished a portion of the last and the eleventh; there remained but a single stone to be fitted and plastered in. I struggled with its weight; I placed it partially in its destined position. But now there came from out the niche a low laugh that erected the hairs upon my head. It was succeeded by a sad voice, which I had difficulty in recognizing as that of the noble Fortunato. The voice said—

"Ha! ha! ha!—he! he! he!—a very good joke, indeed—an excellent jest. We will have many a rich laugh about it at the palazzo—he! he! he!—over our wine—he! he! he!"

"The Amontillado!" I said.

"He! he! he!—he! he! he!—yes, the Amontillado. But is it not getting late? Will not they be awaiting us at the palazzo, the Lady Fortunato and the rest? Let us be gone."

"Yes," I said, "let us be gone."

"For the love of God, Montresor!"

"Yes," I said, "for the love of God!"

But to these words I hearke
I called aloud—

"Fortunato!"

No answer. I called again-

"Fortunato!"

No answer still. I thrust
let it fall within. There
bells. My heart grew sick;
made it so. I hastened to
last stone into its positio
masonry I re-erected the ol
century no mortal has distu

Assess

1. The *I* in this story is
    1. Poe
    2. O. Henry
    3. a character
    4. a victim
2. The *I* character is evid
    1. murderer
    2. victim
    3. wine maker
    4. poet
3. The voice from within t
    1. Montresor
    2. Fortunato
    3. Poe
    4. Mason
4. The *I* character is iden
    1. Fortunato
    2. Montresor
    3. Poe
    4. Mason

ONTILLADO

n Poe

led, I resumed the trowel, and
fth, the sixth, and the
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be gone."

"

But to these words I hearkened in vain for a reply. I grew impatient. I called aloud—

"Fortunato!"

No answer. I called again—

"Fortunato!"

No answer still. I thrust a torch through the remaining aperture and let it fall within. There came forth in return only a jingling of the bells. My heart grew sick; it was the dampness of the catacombs that made it so. I hastened to make an end of my labor. I forced the last stone into its position; I plastered it up. Against the new masonry I re-erected the old rampart of bones. For the half of a century no mortal has disturbed them. *In pace requiescat!*

Assessment of Comprehension

1. The *I* in this story is

    1. Poe
    2. O. Henry
    3. a character
    4. a victim

2. The *I* character is evidently the

    1. murderer
    2. victim
    3. wine maker
    4. poet

3. The voice from within the wall is that of

    1. Montresor
    2. Fortunato
    3. Poe
    4. Mason

4. The *I* character is identified as

    1. Fortunato
    2. Montresor
    3. Poe
    4. Mason

THE VOCABULARY OF DRAMA

Drama - a story presented through action and dialogue.

Tragedy - a play in which the main character confronts a problem which is vastly too large for him to solve. In classical drama, the main character is a hero (a man of extraordinary capability and noble rank) who fights the forces of destiny and loses.

Comedy - a play in which the main character has to make some adjustment to life. It does not end in disaster or death but may or may not be humorous.

Black Comedy - a comedy revolving around certain of life's tragic events.

Farce - the kind of comedy which draws its humor from an impossible situation and broad interpretation.

Satire - a play which pokes bitter fun at life.

Setting - the background of a play: time, place, locale, etc.

Characters - Protagonist-the main character who tries to move the action in a particular direction
Antagonist-the character opposing the protagonist
Supporting-those who are necessary to the action of the play

Exposition - the first part of the play which explains the situation being presented.

Rising Action - the incidents leading to the climax.

Climax - the high point of the play where the conflict is resolved.

Anti-climax - a second point of resolution, solving a second problem: usually an unsuccessful device.

Falling action (Denoûement) - the brief discussion following the climax which sums up events.

Structure - a play moves from exposition through rising action to the climax, after which the action falls to conclusion.

Act - the natural division
scenes. The plays of the
to 2. The one act play is
TV show.

Scene - the division of an

Episode - a single event w

Stage business - the actio
dialogue.

Props - the actual items o
stage.

Lighting - the colors used
Ex. green—eer
red—darkn
pink—glow

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falls to conclusion.

Act - the natural divisions of the play consisting of one or more scenes. The plays of the 30's ran to 3 acts; the plays of the 70's to 2. The one act play is particularly suitable for the half hour TV show.

Scene - the division of an act.

Episode - a single event within a scene.

Stage business - the action or pantomine suited to the situation and dialogue.

Props - the actual items of furniture, bric-a-brac, etc. needed on stage.

Lighting - the colors used to lend special effects.
Ex. green—eerieness, ghostliness
red—darkness
pink—glowing beauty

PLOT STRUCTURE

Drama implies struggle. The uneventful life, pursuing the even tenor of its way without serious ups or downs, may be happy but it is not dramatic. Such a life might be graphically represented by a straight line. Nothing happens and we leave the hero just where we found him, older perhaps, but otherwise unchanged.

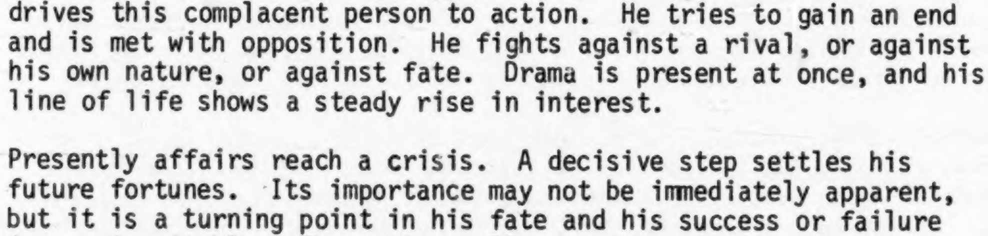
But suppose something does happen. An inciting force of some kind drives this complacent person to action. He tries to gain an end and is met with opposition. He fights against a rival, or against his own nature, or against fate. Drama is present at once, and his line of life shows a steady rise in interest.

Presently affairs reach a crisis. A decisive step settles his future fortunes. Its importance may not be immediately apparent, but it is a turning point in his fate and his success or failure is now inevitable. The action falls.

Finally the end of the adventure is reached. He has succeeded and the ending is happy, or he has failed and we have tragedy, perhaps death. At any rate, his life has been dramatic.

In recognition of this principle, Shakespearean drama was divided always into five acts. The first explained the situation of the hero and introduced the complication that was to stir him from his even path. The second act increased difficulties, tying the action securely into a knot. Act Three rose to a turning point and began the falling action. The fourth act resolved the difficulties, and the fifth provided the catastrophe or the happy outcome. Often just before the end there was a moment of suspense when the hero's fate hung in the balance. But the turning point was always a sure guide. As it pointed toward success or failure, so must the ending be.

This division is often graphically represented thus:



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Modern drama has changed and shortening. It stil interests. Without stru introduction, complicati followed. But it is a b clean-cut. Sometimes it has been condensed. Act IV and V. A modern play there are but two or eve

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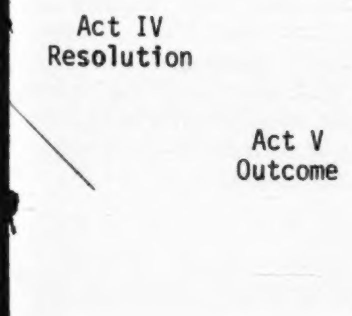

For this reason, one who wishes to understand a Shakespearean play must discover first what the task is to be attempted and what are the clashing interests. Next, he must watch each act to learn what definite step in the progress of the play is made; he must decide what is the turning point and where it occurs; he must trace the falling action and note the outcome. Only so may he appreciate the full dramatic import.

One convention, generally ignored by Shakespeare, but carefully observed by many of his contemporaries, is known as that of the three unities. The unity of time provided that the action of the play should cover no more than twenty four hours. Unity of place made all action occur in one spot. Whatever could not so occur must be related by messengers. Unity of action forbade the introduction of more than one main plot or focus of interest. As the first two greatly limited the playwright's scope, we are grateful to Shakespeare for disregarding them. The third, evidently, is still in force.

Modern drama has changed principally in the matter of simplification and shortening. It still recognizes the necessity of contending interests. Without struggle, there is no play. The old outline of introduction, complication, crisis, resolution, outcome, is still followed. But it is a bit more casual; the edges are not quite so clean-cut. Sometimes it is difficult to follow. Moreover the action has been condensed. Acts I and II have been combined, as have Acts IV and V. A modern play of more than three acts is rare, and often there are but two or even one.

Many of the old stage conventions have disappeared. The first two of the unities are entirely outmoded. Long speeches, so dear to the Elizabethan, do not suit the modern taste. The *soliloquy* and the *aside*, which were such convenient ways of showing the actor's inmost thought, are seldom used. But the essential element of conflict is unchanged.

A RAISIN IN THE SUN

Lorraine Hansberry

ACT I
SCENE ONE

The YOUNGER *living room would be a comfortable and well-ordered room if it were not for a number of indestructible contradictions to this state of being. Its furnishings are typical and undistinguished and their primary feature now is that they have clearly had to accommodate the living of too many people for too many years—and they are tired. Still, we can see that at some time, a time probably no longer remembered by the family (except perhaps for* MAMA*) the furnishings of this room were actually selected with care and love and even hope—and brought to this apartment and arranged with taste and pride.*

That was a long time ago. Now the once loved pattern of the couch upholstery has to fight to show itself from under acres of crocheted doilies and couch covers which have themselves finally come to be more important than the upholstery. And here a table or a chair has been moved to disguise the worn places in the carpet; but the carpet has fought back by showing its weariness, with depressing uniformity, elsewhere on its surface.

Weariness has, in fact, won in this room. Everything has been polished, washed, sat on, used, scrubbed too often. All pretenses but living itself have long since vanished from the very atmosphere of this room.

Moreover, a section of this room, for it is not really a room unto itself, though the landlord's lease would make it seem so, slopes backward to provide a small kitchen area, where the family prepares the meals that are eaten in the living room proper, which must also serve as a dining room. The single window that has been provided for these "two" rooms is located in this kitchen area. The sole natural light the family may enjoy in the course of a day is only that which fights its way through this little window.

At left, a door leads to a bedroom which is shared by MAMA *and her daughter,* BENEATHA. *At right, opposite, is a second room (which in the beginning of the life of this apartment was probably a breakfast room) which serves as a bedroom for* WALTER *and his wife,* RUTH.

Time: Sometime be

Place: Chicago's

At Rise: It is mo
the make-down bed
bedroom at right,
the door behind he
passes her sleepin
the window she rai
comes in feebly.
She calls to the b

RUTH *is about thir*
exceptionally so,
that she expected,
her face. In a fe
among her people a

She crosses to her

RUTH: Come on now
in a stupor of sl
only person in th
handsome little b
and almost blindl
drawers and a clo
outside hall and
same floor. RUTH
and calls in to h
Lemme see you do
better get up fro
(She waits again)
next thing you kn
there and you'll
And be late too!
it's time for you
starts to go into
husband has begun
returns to the ki
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AISIN IN THE SUN

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es as a bedroom for WALTER *and his*

Time: Sometime between World War II and the present.

Place: Chicago's Southside.

At Rise: It is morning dark in the living room. TRAVIS *is asleep on the make-down bed at center. An alarm clock sounds from within the bedroom at right, and presently* RUTH *enters from that room and closes the door behind her. She crosses sleepily toward the window. As she passes her sleeping son she reaches down and shakes him a little. At the window she raises the shade and a dusky Southside morning light comes in feebly. She fills a pot with water and puts it on to boil. She calls to the boy, between yawns, in a slightly muffled voice.*

RUTH *is about thirty. We can see that she was a pretty girl, even exceptionally so, but now it is apparent that life has been little that she expected, and disappointment has already begun to hang in her face. In a few years, before thirty-five even, she will be known among her people as a "settled woman."*

She crosses to her son and gives him a good, final, rousing shake.

RUTH: Come on now, boy, it's seven thirty! *(Her son sits up at last, in a stupor of sleepiness)* I say hurry up, Travis! You ain't the only person in the world got to use a bathroom! *(The child, a sturdy, handsome little boy of ten or eleven, drags himself out of the bed and almost blindly takes his towels and "today's clothes" from drawers and a closet and goes out to the bathroom, which is in an outside hall and which is shared by another family or families on the same floor.* RUTH *crosses to the bedroom door at right and opens it and calls in to her husband)* Walter Lee!... It's after seven thirty! Lemme see you do some waking up in there now! *(She waits)* You better get up from there, man! It's after seven thirty I tell you. *(She waits again)* All right, you just go ahead and lay there and next thing you know Travis be finished and Mr. Johnson'll be in there and you'll be fussing and cussing around here like a mad man! And be late too! *(She waits, at the end of patience)* Walter Lee— it's time for you to get up! *(She waits another second and then starts to go into the bedroom, but is apparently satisfied that her husband has begun to get up. She stops, pulls the door to, and returns to the kitchen area. She wipes her face with a moist cloth and runs her fingers through her sleep-disheveled hair in a vain effort and ties an apron around her housecoat. The bedroom door at right opens and her husband stands in the doorway in his pajamas, which are rumpled and mismated. He is a lean intense young man in his middle thirties, inclined to quick nervous movements and erratic speech habits—and always in his voice there is a quality of indictment)*

WALTER: Is he out yet?

RUTH: What you mean *out*? He ain't hardly got in there good yet.

WALTER: *(Wandering in, still more oriented to sleep than to a new day)* Well, what was you doing all that yelling for if I can't even get in there yet? *(Stopping and thinking)* Check coming today?

RUTH: They *said* Saturday and this is just Friday and I hopes to God you ain't going to get up here first thing this morning and start talking to me 'bout no money—'cause I 'bout don't want to hear it.

WALTER: Something the matter with you this morning?

RUTH: No—I'm just sleepy as the devil. What kind of eggs you want?

WALTER: Not scrambled. *(*RUTH *starts to scramble eggs)* Paper come? *(*RUTH *points impatiently to the rolled up* Tribune *on the table, and he gets it and spreads it out and vaguely reads the front page)* Set off another bomb yesterday.

RUTH: *(Maximum indifference)* Did they?

WALTER: *(Looking up)* What's the matter with you?

RUTH: Ain't nothing the matter with me. And don't keep asking me that this morning.

WALTER: Ain't nobody bothering you. *(Reading the news of the day absently again)* Say Colonel McCormich is sick.

RUTH: *(Affecting tea-party interest)* Is he now? Poor thing.

WALTER: *(Sighing and looking at his watch)* Oh, me. *(He waits)* Now what is that boy doing in that bathroom all this time? He just going to have to start getting up earlier. I can't be being late to work on account of him fooling around in there.

RUTH: *(Turning on him)* Oh, no he ain't going to be getting up no earlier no such thing! It ain't his fault that he can't get to bed no earlier nights 'cause he got a bunch of crazy good-for-nothing clowns sitting up running their mouths in what is supposed to be his bedroom after ten o'clock at night...

WALTER: That's what you mad a
talk about with my friends ju
could they? *(He rises and fi*
table and crosses to the litt
deeply enjoying this first on

RUTH: *(Almost matter of factl*
emphasis) Why you always got
morning?

WALTER: *(At the window)* Just
racing to work... *(He turns*
moment at the stove, and then
baby.

RUTH: *(Indifferently)* Yeah?

WALTER: Just for a second—st
for a second it was—you look
It's gone now—you look like

RUTH: Man, if you don't shut

WALTER: *(Looking out to the st*
learn in his life is not to m
thing in the morning. You al
the morning. *(*TRAVIS *appear*
dressed and awake now, his to
He opens the door and signals
in a hurry)

TRAVIS: *(Watching the bathroo*
bathroom utensils and flies

RUTH: Sit down and have your

Assessme

The instructor should read the
the class and discuss the nar
the dramatic situation.

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ouths in what is supposed
ght...

WALTER: That's what you mad about, ain't it? The things I want to talk about with my friends just couldn't be important in your mind, could they? *(He rises and finds a cigarette in her handbag on the table and crosses to the little window and looks out, smoking and deeply enjoying this first one)*

RUTH: *(Almost matter of factly, a complaint too automatic to deserve emphasis)* Why you always got to smoke before you eat in the morning?

WALTER: *(At the window)* Just look at 'em down there... Running and racing to work... *(He turns and faces his wife and watches her a moment at the stove, and then, suddenly)* You look young this morning, baby.

RUTH: *(Indifferently)* Yeah?

WALTER: Just for a second—stirring them eggs. It's gone now—just for a second it was—you looked real young again. *(Then, drily)* It's gone now—you look like yourself again.

RUTH: Man, if you don't shut up and leave me alone.

WALTER: *(Looking out to the street again)* First thing a man ought to learn in his life is not to make love to no colored woman first thing in the morning. You all some evil people at eight o'clock in the morning. *(*TRAVIS *appears in the hall doorway, almost fully dressed and awake now, his towels and pajamas across his shoulders. He opens the door and signals for his father to make the bathroom in a hurry)*

TRAVIS: *(Watching the bathroom)* Daddy, come on! *(*WALTER *gets his bathroom utensils and flies out to the bathroom)*

RUTH: Sit down and have your breakfast, Travis.

Assessment of Comprehension

The instructor should read the setting and beginning of Scene I with the class and discuss the narrative clues the author gives to set up the dramatic situation.

L21 A RAISIN IN THE SUN 3/3

1. The name of the family is

    1. Younger
    2. Smith
    3. not given
    4. Elder

2. The furnishings are described as

    1. new
    2. worn
    3. in bad taste
    4. *avant-garde*

3. The room in which Scene I is laid is

    1. a family room
    2. a dining room
    3. an all-purpose area
    4. a basement

4. What was once a breakfast room is now

    1. a storage room
    2. a bedroom
    3. a sewing nook
    4. a pantry

5. The time of the play is

    1. after the Korean War
    2. after World War I
    3. after World War II
    4. now

6. This apartment is home to

    1. a couple
    2. a couple, and a grandmother
    3. a couple, their son, a grandmother, and an aunt
    4. an old lady

7. The apartment

    1. New York'
    2. Chicago's
    3. Albany's
    4. Catfish R

8. Besides being
problems rela

    1. the gener
    2. social di
    3. finances
    4. floral de

9. The wife who

    1. ugly
    2. still att
    3. lazy
    4. age-consc

7. The apartment is located in

    1. New York's Harlem
    2. Chicago's Southside
    3. Albany's Arbor Hill
    4. Catfish Row

8. Besides being cramped for space, this little family is having problems related to

    1. the generation gap
    2. social displacement
    3. finances
    4. floral decoration

9. The wife who is a settled thirty-year-old woman is

    1. ugly
    2. still attractive to her husband
    3. lazy
    4. age-conscious

s

ow

her, and an aunt

A RAISIN IN THE SUN

Lorraine Hansberry

ACT I
SCENE ONE

RUTH: *(With a frown)* Bobo?

WALTER: Yeah. You see, this little liquor store we got in mind cost seventy-five thousand and we figured the initial investment on the place be 'bout thirty thousand, see. That be ten thousand each. Course, there's a couple of hundred you got to pay so's you don't spend your life just waiting for them clowns to let your license get approved—

RUTH: You mean graft?

WALTER: *(Frowning impatiently)* Don't call it that. See there, that just goes to show you what women understand about the world. Baby, don't *nothing* happen for you in this world 'less you pay *somebody* off!

RUTH: Walter, leave me alone! *(She raises her head and stares at him vigorously—then says, more quietly)* Eat your eggs, they gonna be cold.

WALTER: *(Straightening up from her and looking off)* That's it. There you are. Man say to his woman: I got me a dream. His woman say: Eat your eggs. *(Sadly, but gaining in power)* Man say: I got to take hold of this here world, baby! And a woman will say: Eat your eggs and go to work. *(Passionately now)* Man say: I got to change my life, I'm choking to death, baby! And his woman say—*(In utter anguish as he brings his fists down on his thighs)*—Your eggs is getting cold!

RUTH: *(Softly)* Walter, that ain't none of our money.

WALTER: *(Not listening at all or even looking at her)* This morning, I was lookin' in the mirror and thinking about it... I'm thirty five years old; I been married eleven years and I got a boy who sleeps in the living room—*(Very, very, quietly)*—and all I got to give him is stories about how rich white people live...

RUTH: Eat your eggs, Walter.

WALTER: *Damn my eggs...damn*

RUTH: Then go to work.

WALTER: *(Looking up at her)*
myself—*(Shaking his head w*
is eat them eggs and go to

RUTH: *(Wearily)* Honey, you
every day, every night and
new. *(Shrugging)* So you wo
chauffeur. So—I would *rat*

WALTER: That is just what i
world...Don't understand ab
feel like they somebody. L

RUTH: *(Drily, but to hurt)*

WALTER: No thanks to the co

RUTH: Well, being a colored

Assessm

1. Ruth is obviously tired
    1. achievements
    2. potential
    3. dreams
    4. sex life
2. Walter expresses a feeli
described as
    1. frustration
    2. satisfaction
    3. desperation
    4. exhileration

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WALTER: *Damn my eggs...damn all the eggs that ever was!*

RUTH: Then go to work.

WALTER: *(Looking up at her)* See—I'm trying to talk to you 'bout myself—*(Shaking his head with the repetition)*—and all you can say is eat them eggs and go to work.

RUTH: *(Wearily)* Honey, you never say nothing new. I listen to you every day, every night and every morning, and you never say nothing new. *(Shrugging)* So you would rather *be* Mr. Arnold than be his chauffeur. So—I would *rather* be living in Buckingham Palace.

WALTER: That is just what is wrong with the colored woman in this world...Don't understand about building their men up and making 'em feel like they somebody. Like they can do something.

RUTH: *(Drily, but to hurt)* There *are* colored men who do things.

WALTER: No thanks to the colored woman.

RUTH: Well, being a colored woman, I guess I can't help myself none.

Assessment of Comprehension

1. Ruth is obviously tired of hearing about Walter's

   1. achievements
   2. potential
   3. dreams
   4. sex life

2. Walter expresses a feeling about his situation that could best be described as

   1. frustration
   2. satisfaction
   3. desperation
   4. exhileration

3. The dialog shows a resentment that exists between

   1. father and son
   2. mother and son
   3. colored man and colored woman
   4. daughter and suitor

4. Walter feels his wife offers no

   1. money
   2. ideas
   3. encouragement
   4. satisfaction

5. Ruth says, *You never say nothing new.* This reveals her

   1. lack of education
   2. southern accent
   3. challenging attitude
   4. northern accent

6. Walter's great dream is to be

   1. as rich as the white man
   2. a good husband
   3. a biologist
   4. an Afro-American

A RAISIN IN THE SUN

Lorraine Hansberry

ACT I
SCENE ONE

BENEATHA: Oh, I probably will...but first I'm going to be a doctor, and George, for one, still thinks that's pretty funny. I couldn't be bothered with that. I am going to be a doctor and everybody around here better understand that!

MAMA: *(Kindly)* 'Course you going to be a doctor honey, God willing.

BENEATHA: *(Drily)* God hasn't got a thing to do with it.

MAMA: Beneatha—that just wasn't necessary.

BENEATHA: Well—neither is God. I get sick of hearing about God.

MAMA: Beneatha!

BENEATHA: I mean it! I'm just tired of hearing about God all the time. What has He got to do with anything? Does he pay tuition?

MAMA: You 'bout to get your fresh little jaw slapped!

RUTH: That's just what she needs, all right!

BENEATHA: Why? Why can't I say what I want to around here, like everybody else?

MAMA: It don't sound nice for a young girl to say things like that—you wasn't brought up that way. Me and your father went to trouble to get you and Brother to church every Sunday.

BENEATHA: Mama, you don't understand. It's all a matter of ideas, and God is just one idea I don't accept. It's not important. I am not going out and be immoral or commit crimes because I don't believe in God. I don't even think about it. It's just that I get tired of Him getting credit for all the things the human race achieves through its own stubborn effort. There simply is no blasted God—there is only man and it is he who makes miracles!

(MAMA *absorbs this speech, s*
crosses to BENEATHA *and sla*
there is only silence and th
mother's face, and MAMA *is v*

MAMA: Now—you say after me,
(There is a long pause and
MAMA *repeats the phrase wit*
mother's house there is sti

BENEATHA: In my mother's ho

MAMA: *(Walking away from* BE
posture. Stopping and turn
ideas we ain't going to hav
the head of this family.

Assessm

1. Beneatha objects to her
   has become
   1. a nonbeliever
   2. a radical
   3. an agnostic
   4. an Afro-American
2. Beneatha feels that God
   1. doesn't care
   2. doesn't help to solv
   3. is a fraud
   4. takes sides
3. Her mother reacts to her
   1. tears
   2. disgust
   3. righteous anger
   4. fright

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*(*MAMA *absorbs this speech, studies her daughter and rises slowly and crosses to* BENEATHA *and slaps her powerfully across the face. After, there is only silence and the daughter drops her eyes from her mother's face, and* MAMA *is very tall before her)*

MAMA: Now—you say after me, in my mother's house there is still God. *(There is a long pause and* BENEATHA *stares at the floor wordlessly.* MAMA *repeats the phrase with precision and cool emotion)* In my mother's house there is still God.

BENEATHA: In my mother's house there is still God. *(A long pause)*

MAMA: *(Walking away from* BENEATHA, *too disturbed for triumphant posture. Stopping and turning back to her daughter)* There are ideas we ain't going to have in this house. Not long as I am at the head of this family.

Assessment of Comprehension

1. Beneatha objects to her mother's religious attitudes because she has become
   1. a nonbeliever
   2. a radical
   3. an agnostic
   4. an Afro-American

2. Beneatha feels that God
   1. doesn't care
   2. doesn't help to solve immediate problems
   3. is a fraud
   4. takes sides

3. Her mother reacts to her attitudes in
   1. tears
   2. disgust
   3. righteous anger
   4. fright

MACBETH

William Shakespeare

Tomorrow, and tomorrow, and tomorrow
Creeps in this petty pace from day to day
To the last syllable of recorded time;
And all our yesterdays have lighted fools
The way to dusty death. Out, out, brief candle!
Life's but a walking shadow, a poor player,
That struts and frets his hour upon the stage
And then is heard no more. It is a tale
Told by an idiot, full of sound and fury,
Signifying nothing.

Assessment of Comprehension

1. Macbeth's speech gives a picture of a man in

    1. love
    2. anger
    3. despair
    4. humor

2. He feels that

    1. life is significant
    2. there is no meaning in life
    3. somewhere there are answers
    4. somewhere there is truth

3. The only end, he feels, lies in

    1. heaven
    2. dusty death
    3. ambition
    4. hell

4. *Life's but...a poor player* is a

    1. simile
    2. oxymoron
    3. metaphor
    4. hyperbole

---

5. Life is

    1. a p
    2. a p
    3. an
    4. nov

5. Life is a tale told by

    1. a poet
    2. a playwright
    3. an idiot
    4. novelist

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A RAISIN IN THE SUN

Lorraine Hansberry

ACT I
SCENE TWO

WALTER: I mean—I have worked as a chauffeur most of my life—and my wife here, she does domestic work in people's kitchens. So does my mother. I mean—we are plain people...

LINDNER: Yes, Mr. Younger—

WALTER: *(Really like a small boy, looking down at his shoes and then up at the man)* And—uh—well, my father, well, he was a laborer most of his life.

LINDNER: *(Absolutely confused)* Uh, yes—

WALTER: *(Looking down at his toes once again)* My father almost beat a man to death once because this man called him a bad name or something, you know what I mean?

LINDNER: No, I'm afraid I don't.

WALTER: *(Finally straightening up)* Well, what I mean is that we come from people who had a lot of pride. I mean—we are very proud people. And that's my sister over there and she's going to be a doctor—and we are very proud—

LINDNER: Well—I am sure that is very nice, but—

WALTER: *(Starting to cry and facing the man eye to eye)* What I am telling you is that we called you over here to tell you that we are very proud and that this is—this is my son, who makes the sixth generation of our family in this country, and that we have all thought about your offer and we have decided to move into our house because my father—my father—he earned it. *(MAMA has her eyes closed and is rocking back and forth as though she were in church, with her head nodding the amen yes)* We don't want to make no trouble for nobody or fight no causes—but we will try to be good neighbors. That's all we got to say. *(He looks the man absolutely in the eyes)* We don't want your money. *(He turns and walks away from the man)*

LINDNER: *(Looking around at all of them)* I take it then that you have decided to occupy.

BENEATHA: That's

LINDNER: *(To* MAMA
you, Mrs. Younger
better I am sure.

MAMA: *(Rising)* I
was going to move
(Shaking her head
folks is nowadays

LINDNER: *(Folding*
about it... There
is almost ignored
At the door LINDN
know what you're

RUTH: *(Looking ar*
the moving men ar

MAMA: *(Into actio*
mess. Ruth, put
tie and tuck your
Lord, have mercy,

In the scene above
that they are refu
a black family, ar

1. Walter explain
    1. domestics
    2. social cli
    3. teachers
    4. chemists
2. The story Walt
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    2. a lie
    3. a veiled t
    4. a dream

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yes) We don't want to
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o say. *(He looks the man*
your money. *(He turns and*

) I take it then that you

BENEATHA: That's what the man said.

LINDNER: *(To* MAMA *in her reverie)* Then I would like to appeal to you, Mrs. Younger. You are older and wiser and understand things better I am sure...

MAMA: *(Rising)* I am afraid you don't understand. My son said we was going to move and there ain't nothing left for me to say. *(Shaking her head with double meaning)* You know how these young folks is nowadays, mister. Can't do a thing with 'em. Good-bye.

LINDNER: *(Folding up his materials)* Well—if you are that final about it... There is nothing left for me to say. *(He finishes. He is almost ignored by the family who are concentrating on* WALTER LEE. *At the door* LINDNER *halts and looks around)* I sure hope you people know what you're doing. *(He shakes his head and exits)*

RUTH: *(Looking around and coming to life)* Well, for God's sake—if the moving men are here—LET'S GET THE HELL OUT OF HERE!

MAMA: *(Into action)* Ain't it the truth! Look at all this here mess. Ruth, put Travis' good jacket on him...Walter Lee, fix your tie and tuck your shirt in, you look just like somebody's hoodlum. Lord, have mercy, where is my plant?

Assessment of Comprehension

In the scene above, Walter Younger has decided to tell Mr. Lindner that they are refusing his offer to sell their home, and that they, a black family, are moving into an all-white neighborhood.

1. Walter explains to Mr. Lindner that he and his wife are

   1. domestics
   2. social climbers
   3. teachers
   4. chemists

2. The story Walter tells about his father almost beating a man to death for calling him a name is

   1. an anecdote
   2. a lie
   3. a veiled threat
   4. a dream

3. Walter explains that his son is

    1. a fifth generation American
    2. a sixth generation American
    3. a first generation American
    4. an immigrant

4. Walter says they intend to be

    1. block busters
    2. investors
    3. good neighbors
    4. landlords

5. Mr. Lindner attempts to appeal to

    1. Ruth
    2. Mama
    3. Travis
    4. Willie

6. From this point on, the family will

    1. stay in the ghetto
    2. try for a new life
    3. sell their house
    4. retreat to the south

7. After this, the head of the house will be

    1. Travis
    2. Mama
    3. Walter
    4. Ruth

BALLAD OF BIRMINGHAM

Dudley Randall

Mother dear may I go downtown
Instead of out to play
And march the streets of Birmingham
In a freedom march today?

No baby no, you may not go
For the dogs are fierce and wild,
And clubs and hoses, guns and jails
Aren't good for a little child.

But mother I won't be alone,
Other children will go with me
And march the streets of Birmingham
To make our people free.

No baby no, you may not go
I fear the guns will fire,
But you may go to church instead and sing in the
  children's choir.

She's combed and brushed her night dark hair
And bathed rose petal sweet,
And drawn white gloves on small brown hands,
White shoes on her feet.

Her mother smiled to know her child
Was in that sacred place,
But that smile was the last
Smile to come to her face.

For when she heard the explosion
Her eyes grew wet and wild,
She raced through the streets of Birmingham
Yelling for her child.

She dug in bits of glass and brick,
Then pulled out a shoe-
Oh here is the shoe my baby wore
But baby where are you?

1. *The Ball*

   1. archa
   2. cont
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   4. the

2. The moth

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   4. in c

3. The poem

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   4. brok

4. *Wet and*

   1. meta
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   3. alli
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5. The chil

   1. whit
   2. brow
   3. yell
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   3. dial
   4. deba

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Assessment of Comprehension

1. *The Ballad of Birmingham* talks about

    1. archaic times
    2. contemporary events
    3. the Middle Ages
    4. the Roaring Twenties

2. The mother felt her child was safe

    1. at home
    2. on the street
    3. in the parade
    4. in church

3. The poem is written in

    1. couplets
    2. 4 line stanzas
    3. 6 line stanzas
    4. broken rhyme

4. *Wet and wild* is an example of

    1. metaphor
    2. simile
    3. alliteration
    4. assonance

5. The child's hands are

    1. white
    2. brown
    3. yellow
    4. red

6. The opening of the ballad is told in

    1. sonnet form
    2. monolog
    3. dialog
    4. debate

BALLAD OF BIRMINGHAM. Words by Dudley Randall. Music by Jerry Moore. TRO - (c) copyright 1964 and 1967 MELODY TRAILS, INC., New York, New York. Used by permission.

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LOVE, THOUGH FOR THIS YOU RIDDLE ME WITH DARTS

Edna St. Vincent Millay

Love, though for this you riddle me with darts,
And drag me at your chariot till I die,—
Oh, heavy prince! Oh, panderer of hearts!—
Yet hear me tell how in their throats they lie
Who shout you mighty: thick about my hair,
Day in, day out, your ominous arrows purr,
Who still am free, unto no querulous care
A fool, and in no temple worshiper!
I, that have bared me to your quiver's fire,
Lifted my face into its puny rain,
Do wreathe you Impotent to Evoke Desire
As you are Powerless to Elicit Pain!
(Now will the god, for blasphemy so brave,
Punish me, surely, with the shaft I crave!)

Assessment of Comprehension

1. The poet addresses herself to

    1. Apollo
    2. Venus
    3. the goddess of love
    4. the god of love

2. The pronoun *this* in the title refers to her crime of

    1. adultery
    2. blasphemy
    3. pondering
    4. selling arrows

3. She accuses the people who say the god is mighty of being

    1. foolish
    2. liars
    3. love struck
    4. afraid

4. She main

    1. fear
    2. puny
    3. reck
    4. accu

5. She crow

    1. Impo
    2. Gran
    3. God
    4. Desi

6. She hope

    1. rewa
    2. love
    3. puni
    4. try

7. This son

    1. Shak
    2. Ital
    3. Petr
    4. Spen

WITH DARTS

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4. She maintains that his fire power is
   1. fearful
   2. puny
   3. reckless
   4. accurate
5. She crowns him
   1. Impotent and Powerless
   2. Grand and Glorious
   3. God and Prince
   4. Desire and Pain
6. She hopes he will
   1. reward her with a kiss
   2. love her dearly
   3. punish her with an arrow
   4. try her patience further
7. This sonnet is
   1. Shakespearian
   2. Italian
   3. Petrarchan
   4. Spenserian

DEPARTMENTAL

Robert Frost

An ant on the tablecloth
Ran into a dormant moth
Of many times his size.
He showed not the least surprise.
His business wasn't with such.
He gave it scarcely a touch,
And was off on his duty run.
Yet if he encountered one
Of the hive's enquiry squad
Whose work is to find out God
And the nature of time and space,
He would put him onto the case.
Ants are a curious race;
One crossing with hurried tread
The body of one of their dead
Isn't given a moment's arrest-
Seems not even impressed.
But he no doubt reports to any
With whom he crosses antennae,
And they no doubt report
To the higher up at court.
Then word goes forth in Formic:
"Death's come to Jerry McCormic,
Our selfless forager Jerry.
Will the special Janizary
Whose office it is to bury
The dead of the commissary
Go bring him home to his people.
Lay him in state on a sepal.
Wrap him for shroud in a petal.
Embalm him with ichor of nettle.
This is the word of your Queen."
And presently on the scene
Appears a solemn mortician;
And taking formal position
With feelers calmly atwiddle,
Seizes the dead by the middle,
And heaving him high in air,
Carries him out of there.
No one stands round to stare.
It is nobody else's affair.

It couldn't be calle
But how thoroughly d

1. The ant's encoun
   1. a tiny moth
   2. a large moth
   3. another ant
   4. a Queen bee
2. The ant is
   1. a busybody
   2. a busy bee
   3. a creature
   4. Jerry McCor
3. The setting is
   1. on a broad
   2. inside a hi
   3. on a tablec
   4. inside an a
4. If he meets a n
   1. himself
   2. swords
   3. that bridge
   4. antennae
5. They may use a
   1. coffin
   2. shield
   3. shroud
   4. wreath

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It couldn't be called ungentle.
But how thoroughly departmental.

Assessment of Comprehension

1. The ant's encounter was with
    1. a tiny moth
    2. a large moth
    3. another ant
    4. a Queen bee
2. The ant is
    1. a busybody
    2. a busy bee
    3. a creature wrapped up in his own affairs
    4. Jerry McCormic
3. The setting is
    1. on a broad plain
    2. inside a hive
    3. on a tablecloth
    4. inside an ant hill
4. If he meets a neighbor, he may cross
    1. himself
    2. swords
    3. that bridge
    4. antennae
5. They may use a petal for a
    1. coffin
    2. shield
    3. shroud
    4. wreath

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LONDON

William Blake

I wander through each charter'd street
Near where the charter'd Thames doth glow,
And mark in every face I meet
Marks of weakness, marks of woe.

In every cry of every Man,
In every Infant's cry of fear,
In every voice, in every ban,
The mind-forg'd manacles I hear.

How the chimney-sweeper's cry
Every black'ning church appals,
And the hopeless soldier's sigh
Runs in blood down palace walls.

Assessment of Comprehension

1. The poet is evidently concerned with conditions in

    1. England
    2. France
    3. Ireland
    4. Wales

2. The words *charter'd* and *mark* in the first stanza seem to suggest

    1. a course of study
    2. a permit
    3. a map
    4. a document

3. The author expresses his

    1. lack of concern
    2. doubts
    3. deep concern
    4. apathy

4. He maintai

    1. the ki
    2. the ch
    3. the ge
    4. the ch

5. The mentic

    1. scienc
    2. a past
    3. modern
    4. a vacu

street
doth glow,

f Comprehension

rned with conditions in

in the first stanza seem to

4. He maintains that all of London is affected, even
    1. the kings
    2. the churchmen
    3. the generals
    4. the children
5. The mention of the chimney sweeper suggests
    1. science fiction
    2. a past age
    3. modern times
    4. a vacuum cleaner

MY LAST DUCHESS

Robert Browning

That's my last Duchess painted on the wall,
Looking as if she were alive. I call
That piece a wonder, now: Fra Pandolf's hands
Worked busily a day, and there she stands.
Will't please you sit and look at her? I said
"Fra Pandolf" by design, for never read
Strangers like you that pictured countenance,
The depth and passion of its earnest glance,
But to myself they turned (since none puts by
The curtain I have drawn for you, but I)
And seemed as they would ask me, if they durst,
How such a glance came there; so, not the first
Are you to turn and ask thus. Sir, 'twas not
Her husband's presence only, called that spot
Of joy into the Duchess' cheek: perhaps
Fra Pandolf chanced to say "Her mantle laps
Over my Lady's wrist too much," or "Paint
Must never hope to reproduce the faint
Half-flush that dies along her throat": such stuff
Was courtesy, she thought, and cause enough
For calling up that spot of joy. She had
A heart--how shall I say?--too soon made glad,
Too easily impressed; she liked whate'er
She looked on, and her looks went everywhere.
Sir, 'twas all one! My favour at her breast,
The dropping of the daylight in the West,
The bough of cherries some officious fool
Broke in the orchard for her, the white mule
She rode with round the terrace--all and each
Would draw from her alike the approving speech,
Or blush, at least. She thanked men,--good! but thanked
Somehow--I know not how--as if she ranked
My gift of a nine-hundred-years-old name
With anybody's gift. Who'd stoop to blame
This sort of trifling? Even had you skill
In speech-(which I have not)-to make your will
Quite clear to such an one, and say "Just this
Or that in you disgusts me; here you miss
Or there exceed the mark"-and if she let
Herself be lessened so, nor plainly set
Her wits to yours, forsooth, and made excuse,
-E'en then would be some stooping, and I choose
Never to stoop. Oh, Sir, she smiled, no doubt
Whene'er I passed her; but
Much the same smile? This
Then all smiles stopped to
As if alive. Will't please
The company below, then. I
The count your master's kno
Is ample warrant that no ju
Of mine for dowry will be
Though his fair daughter's
At starting, is my object.
Together down, Sir! Notice
Taming a sea-horse, thought
Which Claus of Innsbruck ca

Asses

1. The speaker in this poe
    1. a Duke
    2. Fra Pandolf
    3. Claus of Innsbruck
    4. the Count
2. The speaker is evidentl
    1. a man devoted to hi
    2. a collector of art
    3. a sympathetic noble
    4. a young courtier
3. Lines 12-21 reveal the
    1. understanding
    2. joy
    3. jealousy
    4. love of art
4. Evidently the speaker h
story to
    1. ease his conscience
    2. allay his guilt
    3. explain the portrai
    4. improve his image

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excuse,
I choose
no doubt

Whene'er I passed her; but who passed without
Much the same smile? This grew; I gave commands;
Then all smiles stopped together. There she stands
As if alive. Will't please you rise? We'll meet
The company below, then. I repeat,
The count your master's known munificence
Is ample warrant that no just pretence
Of mine for dowry will be disallowed;
Though his fair daughter's self, as I avowed
At starting, is my object. Nay, we'll go
Together down, Sir! Notice Neptune, tho',
Taming a sea-horse, thought a rarity,
Which Claus of Innsbruck cast in bronze for me!

Assessment of Comprehension

1. The speaker in this poem is

    1. a Duke
    2. Fra Pandolf
    3. Claus of Innsbruck
    4. the Count

2. The speaker is evidently

    1. a man devoted to his wife's memory
    2. a collector of art treasures
    3. a sympathetic nobleman
    4. a young courtier

3. Lines 12-21 reveal the speaker's

    1. understanding
    2. joy
    3. jealousy
    4. love of art

4. Evidently the speaker has ordered his wife's death and tells the story to

    1. ease his conscience
    2. allay his guilt
    3. explain the portrait
    4. improve his image

LORD RANDAL

"O where hae ye been, Lord Randal, my son?
O where hae ye been, my handsome young man?"
"I hae been to the wild wood; mother, make my bed soon,
For I'm weary wi' hunting, and fain wald lie down."

"Where gat ye your dinner, Lord Randal, my son?
Where gat ye your dinner, my handsome young man?"
"I din'd wi' my true-love; mother, make my bed soon,
For I'm weary wi' hunting, and fain wald lie down."

"What gat ye to your dinner, Lord Randal, my son?
What gat ye to your dinner, my handsome young man?"
"I gat eels boil'd in broth; mother, make my bed soon,
For I'm weary wi' hunting, and fain wald lie down."

"What became of your bloodhounds, Lord Randal, my son?
What became of your bloodhounds, my handsome young man?"
"O they swell'd and they died; mother make my bed soon,
For I'm weary wi' hunting, and fain wald lie down."

"O I fear ye are poisoned, Lord Randal, my son!
O I fear ye are poisoned, my handsome young man!"
"O yes! I am poison'd; mother, make my bed soon,
For I'm sick at the heart, and fain wald lie down."

Anonymous

Assessment of Comprehension

1. The narrative utilizes
   1. flashback
   2. foreshadowing
   3. chronological order
   4. leaps and pauses

2. The poem omits the facts concerning
   1. the victim's name
   2. the motive for the poisoning
   3. the fate of the bloodhounds
   4. the identity of the speaker

3. The struc
   1. ques
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   3. soli
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   1. is a
   2. will
   3. has
   4. is o

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   2. the
   3. the
   4. the

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   2. no r
   3. plot
   4. no t

, my son?
e young man?"
, make my bed soon,
fain wald lie down."

ndal, my son?
ndsome young man?"
ke my bed soon,
fain wald lie down."

Randal, my son?
andsome young man?"
make my bed soon,
fain wald lie down."

Lord Randal, my son?
, my handsome young man?"
make my bed soon,
fain wald lie down."

ndal, my son!
ndsome young man!"
my bed soon,
fain wald lie down."
Anonymous

mprehension

ing

3. The structure of the poem evolves from
    1. questions and answers
    2. debate pro and con
    3. soliloquy
    4. a chronological report

4. The poisoning referred to
    1. is about to happen
    2. will never happen
    3. has already happened
    4. is only fantasy

5. The phrase, *I'm weary wi' hunting,* occurs in
    1. the last stanza
    2. the first stanza only
    3. the first two stanzas
    4. the first four stanzas

6. The questioner apparently has
    1. some reason to question her son
    2. no reason to question her son
    3. plotted against her son
    4. no thoughts concerning her son's welfare

THANKSGIVING

Molly Kazan

I think that what he gave us most was pride.
It felt good to have a President like that:
bright, brave and funny and goodlooking.

I saw him once drive down East Seventy-second Street
in an open car, in the autumn sun
(as he drove yesterday in Dallas).
His thatch of brown hair looked as though it had grown extra thick
the way our wood animals in Connecticut
grow extra fur for winter.
And he looked as though it was fun to be alive.
to be a politician,
to be a President,
to be a Kennedy,
to be a man.

He revived our pride.
It felt good to have a President
who read his mail,
who read the papers,
who read books and played touch football.
It was a pleasure and a cause for pride
to watch him take the quizzing of the press
with cameras grinding--
take it in his stride,
with zest.

He'd parry, thrust, answer or duck,
and fire a verbal shot on target,
hitting with the same answer, the segregationists
in a Louisiana hamlet and a government in
South East Asia.
He made you feel that he knew what was going on
in both places.
He would come out of the quiz with an "A" in
Economics, Military Science, Constitutional Law,
Farm Problems and the moonshot program and
still take time to appreciate Miss May Craig.

We were privileged to
(till yesterday).
the Bay of Pigs day,
and we marveled at his
and were amazed at an
habitual)
of modesty
and even diffidence.
It felt good to have a
who said, it was my fa
And went on from there

It felt good to have a
who looked well in Vie
and at the podium of t
--and who would go to
put a wreath where it
and leave unspoken
the satisfaction of an
en route to 10 Downing
as head of the U.S. go

What was spoken
was spoken well.
What was unspoken
needed to be unspoken.
It was none of our bus

He revived our pride.
He gave grist to our p
He was respectful of i
He was respectful of e
He was respectful of a
He was respectful of t
our language;
He was respectful of c
And all these things h

He was respectful of o
He is now part of it.

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tional Law,
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y Craig.

We were privileged to see him on the worst day
(till yesterday).
the Bay of Pigs day,
and we marveled at his coolth and style
and were amazed at an air (that plainly was
habitual)
of modesty
and even diffidence.
It felt good to have a President
who said, it was my fault.
And went on from there.

It felt good to have a President
who looked well in Vienna, Paris, Rome, Berlin
and at the podium of the United Nations
--and who would go to Dublin,
put a wreath where it did the most good
and leave unspoken
the satisfaction of an Irishman
en route to 10 Downing Street
as head of the U.S. government.

What was spoken
was spoken well.
What was unspoken
needed to be unspoken.
It was none of our business if his back hurt.

He revived our pride.
He gave grist to our pride.
He was respectful of intellect;
He was respectful of excellence;
He was respectful of accomplishment and skill;
He was respectful of the clear and subtle use of
our language;
He was respectful of courage.
And all these things he cultivated in himself.

He was respectful of our heritage.
He is now part of it.

He affirmed our future.
Our future is more hopeful
because of his work
but our future is not safe nor sure.
He kept telling us that.
This is a very dangerous and uncertain world.
I quote. He said that yesterday.

He respected facts.
And we must now live with the fact of his murder.

Our children cried when the news came. They
phoned and we phoned
and we cried and we were not ashamed of
crying, but we were ashamed of what had
happened.
The youngest could not remember any other
President, not clearly.
She felt as if the world had stopped.

We said, it is a shame, a very deep shame.
But this country will go on
more proudly
and with a clearer sense of who we are
and what we have it in us to become
because we had a President like that.
He revived our pride.
We are lucky that we had him for three years.

Assessment of Comprehension

1. The poet stresses the idea that even at this moment of national sadness, the people had

    1. no real leader
    2. much to be grateful for
    3. much to feel guilty for
    4. much to do

2. She mentions her pride in a m

    1. *This is a great society.*
    2. *Let me make one thing cle*
    3. *My friends,*
    4. *It was my fault.*

3. She also says that our future

    1. safe and sure
    2. not safe nor sure
    3. dangerous and uncertain
    4. hopeless

4. She talks about a man who too
who took time to visit the p

    1. Paris
    2. London
    3. Vienna
    4. Dublin

5. The title of the poem actuall

    1. our past
    2. our future
    3. her lament
    4. her meaning

6. The author states that the de
life are

    1. open to inspection
    2. the property of history
    3. none of our business
    4. a security threat

7. The author's low key recital
becoming

    1. sad
    2. sincere
    3. dramatic
    4. melodramatic

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ent of Comprehension

dea that even at this moment of
eople had

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2. She mentions her pride in a man who could say

   1. *This is a great society.*
   2. *Let me make one thing clear.*
   3. *My friends,*
   4. *It was my fault.*

3. She also says that our future is

   1. safe and sure
   2. not safe nor sure
   3. dangerous and uncertain
   4. hopeless

4. She talks about a man who took pride in the land of his forebears, who took time to visit the place of his ancestors, in

   1. Paris
   2. London
   3. Vienna
   4. Dublin

5. The title of the poem actually is the author's key to

   1. our past
   2. our future
   3. her lament
   4. her meaning

6. The author states that the details of a public person's private life are

   1. open to inspection
   2. the property of history
   3. none of our business
   4. a security threat

7. The author's low key recital of details keeps her work from becoming

   1. sad
   2. sincere
   3. dramatic
   4. melodramatic

RICHARD CORY

Edwin Arlington Robinson

Whenever Richard Cory went downtown,
 We people on the pavement looked at him:
He was a gentleman from sole to crown,
 Clean favored, and imperially slim.

And he was always quietly arrayed,
 And he was always human when he talked;
But still he fluttered pulses when he said,
 "Good morning," and he glittered when he walked.

And he was rich--yes, richer than a king--
 And admirably schooled in every grace:
In fine, we thought that he was everything
 To make us wish that we were in his place.

So on we worked, and waited for the light,
 And went without the meat, and cursed the bread;
And Richard Cory, one calm summer night,
 Went home and put a bullet through his head.

Assessment of Comprehension

1. Knowing Richard Cory was probably

    1. a pleasure
    2. a bore
    3. a pain
    4. an instruction

2. The poem is a sort of

    1. treatise
    2. revelation
    3. epitaph
    4. lullaby

3. *L*
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wntown,
oked at him:
to crown,
slim.

ayed,
he talked;
when he said,
ered when he walked.

than a king--
ery grace:
as everything
in his place.

or the light,
nd cursed the bread;
mmer night,
hrough his head.

t of Comprehension

probably

---

3. *Light* is often considered a symbol for life, if this is true, then *night* might be considered a symbol for

    1. darkness
    2. gaiety
    3. death
    4. horror

4. The poem moralizes about

    1. suicide
    2. murder
    3. the seeming paradoxes of life
    4. the evident injustices of life

5. *Richard Cory* is a memorable piece of reading because

    1. the subject matter is astonishing
    2. the work is filled with verbal tricks
    3. the theme is love conquers all
    4. the man personifies the idea

6. Robinson's first three stanzas

    1. prepare the reader for the conclusion
    2. do nothing to prepare the reader for the conclusion
    3. give a tragically planned effect
    4. broaden the reader's scope

7. Words like *crown, imperially, king,* etc. convey the idea that Richard Corey was

    1. a margarine advertisement
    2. a revolutionary
    3. an aristocrat
    4. an ex-patriate

8. The expression, *in fine,* seems to mean

    1. all is well
    2. hunky-dory
    3. payment for a traffic violation
    4. in conclusion

THE QUALITY OF MERCY

William Shakespeare

The quality of mercy is not strain'd,
It droppeth as the gentle rain from heaven
Upon the place beneath: it is twice blest;
It blesseth him that gives and him that takes:
'Tis mightiest in the mightiest; it becomes
The throned monarch better than his crown;
His sceptre shows the force of temporal power,
The attribute to awe and majesty,
Wherein doth sit the dread and fear of kings;
But mercy is above this sceptered sway;
It is enthroned in the hearts of kings,
It is an attribute to God himself
And earthly power doth then show likest God's
When mercy seasons justice.

Act IV, Scene I, *Merchant of Venice*

Assessment of Comprehension

1. This selection is a plea for

   1. justice
   2. honor
   3. godliness
   4. mercy

2. Being merciful allows even kings to be

   1. godlike
   2. just
   3. respected
   4. mighty

3. Mercy brings blessings to the receiver and the

   1. prosecutor
   2. giver
   3. recipient
   4. jury

4. Mercy rules i

   1. mind of k
   2. heart of
   3. soul of k
   4. financial

5. According to

   1. in this w
   2. in the ne
   3. to act me
   4. to act in

6. The second li

   1. hyperbole
   2. oxymoron
   3. simile
   4. metaphor

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4. Mercy rules in the

    1. mind of kings
    2. heart of kings
    3. soul of kings
    4. financial status of kings

5. According to the passage, the sceptre is a mark of a king's power

    1. in this world
    2. in the next world
    3. to act mercilessly
    4. to act in God's place

6. The second line of the selection is an example of

    1. hyperbole
    2. oxymoron
    3. simile
    4. metaphor

MENDING WALL

Robert Frost

Something there is that doesn't love a wall,
That sends the frozen-ground-swell under it
And spills the upper boulders in the sun,
And makes gaps even two can pass abreast.
The work of hunters is another thing:
I have come after them and made repair
Where they have left not one stone on a stone,
But they would have the rabbit out of hiding,
To please the yelping dogs. The gaps I mean,
No one has seen them made or heard them made,
But at spring mending-time we find them there.
I let my neighbor know beyond the hill;
And on a day we meet to walk the line
And set the wall between us once again.
We keep the wall between us as we go.
To each the boulders that have fallen to each.
And some are loaves and some so nearly balls
We have to use a spell to make them balance:
"Stay where you are until our backs are turned!"
We wear our fingers rough with handling them.
Oh, just another kind of outdoor game,
One on a side. It comes to little more:
There where it is we do not need the wall:
He is all pine and I am apple orchard.
My apple trees will never get across
And eat the cones under his pines, I tell him.
He only says, "Good fences make good neighbors."
Spring is the mischief in me, and I wonder
If I could put a notion in his head:
"Why do they make good neighbors? Isn't it
Where there are cows? But here there are no cows.
Before I built a wall I'd ask to know
What I was walling in or walling out,
And to whom I was like to give offense.
Something there is that doesn't love a wall,
That wants it down." I could say "Elves" to him,
But it's not elves exactly, and I'd rather
He said it for himself. I see him there,
Bringing a stone grasped firmly by the top
In each hand, like an old-stone savage armed.
He moves in darkness as it seems to me,
Not of woods only and the shade of trees.
He will not go behind his father's saying,
And he likes havi
He says again, "

1. In *Mending Wa*

   1. a hunter
   2. a poet ar
   3. an apple
   4. a poet ar

2. The apple tre

   1. a beautif
   2. an unchar
   3. an income
   4. sterility

3. The speaker w

   1. an unders
   2. a stolid
   3. a militar
   4. a wall lo

4. The neighbor
   wall is

   1. necessary
   2. beautifu
   3. unnecess
   4. made of

5. The wall is

   1. a protec
   2. a barrie
   3. a tradit
   4. a barrie

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And he likes having thought of it so well
He says again, "Good fences make good neighbors."

Assessment of Comprehension

1. In *Mending Wall*, there are two speakers. They are
    1. a hunter and a sheriff
    2. a poet and a wall-mender
    3. an apple farmer and a man who grows fir trees
    4. a poet and a hunter
2. The apple trees are a symbol of
    1. a beautifully changeable nature
    2. an unchangeable nature
    3. an income crop
    4. sterility
3. The speaker who outlines the situation is
    1. an understanding light-hearted man
    2. a stolid fellow
    3. a militant
    4. a wall lover
4. The neighbor doesn't have the thinking capacity to see that the wall is
    1. necessary
    2. beautiful
    3. unnecessary
    4. made of stones
5. The wall is
    1. a protection against cows
    2. a barrier against apple trees
    3. a tradition
    4. a barrier against cows

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THE WORMS AT HEAVEN'S GATE

Wallace Stevens

Out of the tomb we bring Badroulbadour*
Within our bellies—we her chariot.
Here is an eye; and here are, one by one,
The lashes of that eye and its white lid.

Here is the cheek upon which that lid declined,
And, finger after finger, here is the hand,
The genius of that cheek. Here are the lips,
The bundle of the body, and the feet.
. . . .
Out of the tomb we bring Badroulbadour.

*The beauteous daughter of the King of China who becomes the wife of Aladdin in the Arabian Nights

Assessment of Comprehension

1. The speaker in the poem is
    1. W. Stevens
    2. Ben Hur
    3. Badroulbadour
    4. a worm
2. The narrator is discussing a beautiful woman's
    1. character
    2. achievements
    3. remains
    4. wardrobe
3. The lashes of the eye are carried
    1. in a box
    2. in a chariot
    3. one by one
    4. into the tomb
4. The carriers move
    1. a chariot
    2. a cart
    3. their bellies
    4. time
5. The process the au
    1. decomposition
    2. resurrection
    3. chemical analy
    4. mathematical s
6. *Here is the hand/*
    1. a simile
    2. a metaphor
    3. a hyperbole
    4. an oxymoron
7. Calling the body a
    1. beautiful
    2. ugly
    3. ordinary
    4. complicated
8. Badroulbadour was
    1. obvious to the
    2. important to t
    3. enchants the n
    4. of no importan
9. The author's exact
    1. design motif
    2. implied metaph
    3. metaphor
    4. imagery

1/1

EN'S GATE

vens

lbadour*
iot.
ne by one,
white lid.

at lid declined,
is the hand,
are the lips,
feet.
. . .
lbadour.

the King of China who
in the Arabian Nights

of Comprehension

a beautiful woman's

arried

4. The carriers move their burden in
   1. a chariot
   2. a cart
   3. their bellies
   4. time

5. The process the author describes is
   1. decomposition
   2. resurrection
   3. chemical analysis
   4. mathematical summation

6. *Here is the hand/the genius of that cheek,* is
   1. a simile
   2. a metaphor
   3. a hyperbole
   4. an oxymoron

7. Calling the body a *bundle* implies that it is
   1. beautiful
   2. ugly
   3. ordinary
   4. complicated

8. Badroulbadour was one of the world's loveliest women. This fact is
   1. obvious to the narrator
   2. important to the narrator
   3. enchants the narrator
   4. of no importance to the narrator

9. The author's exact designation of each item in the *bundle* is
   1. design motif
   2. implied metaphor
   3. metaphor
   4. imagery

LOST

Carl Sandburg

1. Desolate and lone
2. All night long on the lake
3. Where fog trails and mist creeps
4. The whistle of a boat
5. Calls and cries unendingly,
6. Like some lost child
7. In tears and trouble
8. Hunting the harbor's breast
9. And the harbor's eyes.

Assessment of Comprehension

1. The overall effect the author seeks to achieve is a feeling of

    1. excitement
    2. happiness
    3. contempt
    4. loneliness

2. In lines 1 and 2, several words contain the o sound in a medial position. The device is

    1. alliteration
    2. assonance
    3. cacophony
    4. masculine rhyme

3. Lines 8-9 contain several words which repeat the h sound in an initial position. This is called

    1. assonance
    2. feminine rhyme
    3. consonance
    4. alliteration

4. Besides being all
5 is also an exam

    1. feminine rhym
    2. masculine rhy
    3. consonance
    4. cacophony

5. One word which is
designates) is

    1. desolate
    2. boom
    3. cries
    4. tears

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prehension

ks to achieve is a feeling of

ontain the o sound in a medial

hich repeat the h sound in an

---

4. Besides being alliterative, the phrase, *calls and cries* in line 5 is also an example of

   1. feminine rhyme
   2. masculine rhyme
   3. consonance
   4. cacophony

5. One word which is onomatopoeic (i.e. which imitates the sound it designates) is

   1. desolate
   2. boom
   3. cries
   4. tears

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SOLILOQUY

William Shakespeare

Tomorrow and tomorrow and tomorrow
Creeps in this petty pace from day to day
To the last syllable of recorded time;
And all our yesterdays have lighted fools
The way to dusty death. Out, out, brief candle!
Life's but a walking shadow, a poor player
That struts and frets his hour upon the stage
And then is heard no more. It is a tale
Told by an idiot, full of sound and fury,
Signifying nothing.

Macbeth

Assessment of Comprehension

1. Comparing life as a brief candle indicates that it is

    1. waxy and dripping
    2. short and light-giving
    3. expensive
    4. hot

2. Life compared to a walking shadow indicates

    1. reality
    2. unreality
    3. charm
    4. darkness

3. Life is also compared to

    1. Hamlet
    2. Shakespeare
    3. a great actor
    4. a ham actor

4. Life is the story to

    1. a poet
    2. an imbecile
    3. a peasant
    4. a playwright

5. The line *Yesterdays*
too, are like

    1. candles
    2. fools
    3. coffins
    4. airplanes

6. All of the above men

    1. similes
    2. metaphors
    3. alliterative dev
    4. assonance

y

s
candle!
er
stage
,

hension

icates that it is

dicates

---

4. Life is the story told by

    1. a poet
    2. an imbecile
    3. a peasant
    4. a playwright

5. The line *Yesterdays have lighted fools* implied that yesterdays, too, are like

    1. candles
    2. fools
    3. coffins
    4. airplanes

6. All of the above mentioned are

    1. similes
    2. metaphors
    3. alliterative devices
    4. assonance

DOG AT NIGHT

W. Untermeyer

At first he stirs uneasily in sleep
And, since the moon does not run off, unfolds
Protesting paws. Grumbling that he must keep
Both eyes awake, he whimpers; then he scolds
And, rising to his feet, demands to know
The stranger's business. You who break the dark
With insolent light, who are you? Where do you go?
But nothing answers his indignant bark.
The moon ignores him walking on as though
Dogs never were. Stiffened to fury now,
His small hairs stand upright, his howls come fast,
And terrible to hear is his bow-wow
That tears the night. Stirred by this bugle-blast,
The farmer's bitch grows active; without pause
Summons her mastiff and the hound that lies
Three fields away to rally to the cause.
And the next county wakes. And miles beyond
Throats tear themselves and brassy lungs respond
With threats, entreaties, bellowings, and cries,
Chasing the white intruder down the skies.

Assessment of Comprehension

1. The subject of the first line is *he* and its compound predicate is

   1. stirs and unfolds
   2. stirs and runs
   3. unfolds and protests
   4. whimpers and scolds

2. *Rising* (line 5) is a participle modifying

   1. moon (line 2)
   2. stranger's (line 6)
   3. he (line 4)
   4. dogs (line 10)

3. The number of do
   total at least

   1. two
   2. three
   3. four
   4. five

4. Line 20 is a par

   1. cries
   2. chasing
   3. beyond
   4. respond

5. The *bugle-blast*

   1. bellowings
   2. his bow-wow
   3. indignant ba
   4. whimper

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Louis Untermeyer by

folds
keep
olds

the dark
do you go?

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come fast,

ugle-blast,
pause
ies

yond
respond
d cries,
s.

hension

and its compound predicate is

fying

---

3. The number of dogs which are actually and individually mentioned total at least

   1. two
   2. three
   3. four
   4. five

4. Line 20 is a participial phrase modifying

   1. cries
   2. chasing
   3. beyond
   4. respond

5. The *bugle-blast* (line 13) is a metaphor used in connection with

   1. bellowings
   2. his bow-wow
   3. indignant bark
   4. whimper

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M1 TEST OF SYMBOLS USED IN MATHEMATICS 1/3

1. The abbreviation for 1 meter is
    1. 1 m.
    2. 1 cm.
    3. 1 mm.
    4. 1 km.
2. The symbol used to show that two sets do not have exactly the same elements is
    1. $//$
    2. $\nparallel$
    3. $=$
    4. $\neq$
3. The first step in evaluating 5 x (3 + 7) is to
    1. add 3 and 7
    2. add 3 and 5
    3. multiply 5 and 3
    4. multiply 5 and 7
4. The letters x, y, and z are used to indicate
    1. unknown quantities
    2. mathematical processes
    3. square roots
    4. mathematical sentences
5. When dealing with unequal numbers, such as 8 and 9, the expression 8 is less than 9 can be written
    1. $8 \wedge 9$
    2. $8 > 9$
    3. $8 < 9$
    4. $8 \vee 9$
6. The symbol for the intersection of two sets is
    1. $\cup$
    2. $\subset$
    3. $\cap$
    4. $\supset$
7. The symbol used
    1. $\sim$
    2. $\cong$
8. Which of the fo
    1. 144 inches
    2. 144 square
    3. 144 inches
    4. 144 cubic i
9. The Roman numer
    1. 10
    2. 100
    3. 1,000
    4. 10,000
10. The symbol ÷ in
    1. multiplicat
    2. division
    3. addition
    4. subtraction
11. When using the
number is alway
    1. one
    2. two
    3. three
    4. four
12. The symbol . .
    1. such that
    2. as
    3. therefore
    4. is similar

s

o sets do not have exactly the

x (3 + 7) is to

d to indicate

rs, such as 8 and 9, the
be written

of two sets is

---

7. The symbol used to show that two plane figures are congruent is

   1. $\sim$ 3. $\approx$

   2. $\cong$ 4. $-$

8. Which of the following expresses area?

   1. 144 inches
   2. 144 square inches
   3. 144 inches square
   4. 144 cubic inches

9. The Roman numeral M is equal to

   1. 10
   2. 100
   3. 1,000
   4. 10,000

10. The symbol ÷ indicates this mathematical operation

    1. multiplication
    2. division
    3. addition
    4. subtraction

11. When using the terms bilateral, biangular, and binary, this number is always included in their meaning

    1. one
    2. two
    3. three
    4. four

12. The symbol . . is read

    1. such that
    2. as
    3. therefore
    4. is similar to

13. The union of A and B is written

1. $A \cup B$
2. $A \subset B$
3. $A \cap B$
4. $A \supset B$

14. The mathematical symbol for the disjunction "or" is

1. $\wedge$
2. $>$
3. $\vee$
4. $<$

15. 80 degrees, 25 minutes, 6 seconds would be written

1. 80° 25" 6'
2. 80° 25' 6"
3. 80 h., 25m., 6 s.
4. 80/25/6

16. The mathematical symbol = means

1. is similar to
2. double negative
3. parallel
4. equals

17. On many graduated cylinders, the smallest calibration is the milliliter which is abbreviated

1. ml.
2. mll.
3. mlt.
4. mr.

18. The symbol for *is a member of* is

1. ∂
2. B
3. Δ
4. ϵ

19. *Nine is identi*

1. $9 \cdot 9$
2. $9 - 9$
3. $9 = 9$
4. $9 \equiv 9$

20. Using Roman nu

1. VIX
2. IVX
3. XIV
4. XVI

21. The expression

1. 6 is less
2. 6 is great
3. 6 or 5
4. 6 take awa

22. The statement

1. $3 \cdot 5$
2. $5 \cdot 3$
3. $3 - 5$
4. $5 - 3$

23. The density of can be read

1. 1 gram per
2. 1 gram per
3. 1 gram per
4. 1 gram per

24. The expression

1. one half m
2. one half m
3. five miles
4. five miles

junction "or" is

ould be written

allest calibration is the

19. *Nine is identical with nine* can be written

    1. $9 \cdot 9$
    2. $9 - 9$
    3. $9 = 9$
    4. $9 \equiv 9$

20. Using Roman numberals, the number 14 can be written

    1. VIX
    2. IVX
    3. XIV
    4. XVI

21. The expression $6 > 5$ is read

    1. 6 is less than 5
    2. 6 is greater than 5
    3. 6 or 5
    4. 6 take away 5

22. The statement *3 is to be subtracted from 5* is written

    1. $3 \cdot 5$
    2. $5 \cdot 3$
    3. $3 - 5$
    4. $5 - 3$

23. The density of water often is used as 1 gm/cm^3. This expression can be read

    1. 1 gram per square meter
    2. 1 gram per square centimeter
    3. 1 gram per cubic meter
    4. 1 gram per cubic centimeter

24. The expression *.5m. = 50 cm.* is read

    1. one half meter equals fifty cubic meters
    2. one half meter equals fifty centimeters
    3. five miles equals fifty cubic miles
    4. five miles equals fifty nautical miles

25. An empty set is written

    1. { }
    2. o
    3. ∞
    4. ∿

26. The symbol ⊥ indicates that two lines

    1. are parallel to each other
    2. are perpendicular to each other
    3. form an angle less than 90°
    4. never meet

27. The density of matter (mass per unit volume) can be measured in

    1. lbs./ft.^2
    2. lbs./ft.^3
    3. $\text{lbs.}^2\text{/ft.}$
    4. $\text{lbs.}^3\text{/ft.}$

28. A X B is read

    1. A divided by B
    2. A plus B
    3. A minus B
    4. A times B

29. The square root of 25 is ± 5. The symbol ± is read

    1. greater than
    2. equal to
    3. plus or minus
    4. less than

30. The Greek letter *alpha* which is used to denote first in a series is

    1. α
    2. β
    3. ν
    4. Δ

31. In Einstein's equ
    of light is

    1. E
    2. m
    3. c
    4. 2

32. π is read

    1. perpendicular
    2. equals
    3. parallel
    4. pi

33. Nine divided by t

    1. $\frac{9}{3}$
    2. $\frac{3}{9}$
    3. 3 ÷ 9
    4. 9 x 3

34. If A is nearly eq

    1. $A \overset{\sim}{\sim} B$
    2. A = B
    3. A //B
    4. $A \leqq B$

35. The symbol for pe

    1. @
    2. c/o
    3. %
    4. #

36. The geometric fig
    the same point is

    1. +
    2. ∠
    3. =
    4. ⊥

31. In Einstein's equation, $E = mc^2$, the symbol for the velocity of light is

    1. E
    2. m
    3. c
    4. 2

32. π is read

    1. perpendicular
    2. equals
    3. parallel
    4. pi

33. Nine divided by three can be written

    1. $\frac{9}{3}$
    2. $\frac{3}{9}$
    3. $3 \div 9$
    4. 9×3

34. If A is nearly equal to B, it can be written

    1. $A \approx B$
    2. $A = B$
    3. $A // B$
    4. $A \leqq B$

35. The symbol for percent is

    1. @
    2. c/o
    3. %
    4. #

36. The geometric figure formed by two straight lines drawn from the same point is represented by the symbol

    1. +
    2. ∠
    3. ═
    4. ⊥

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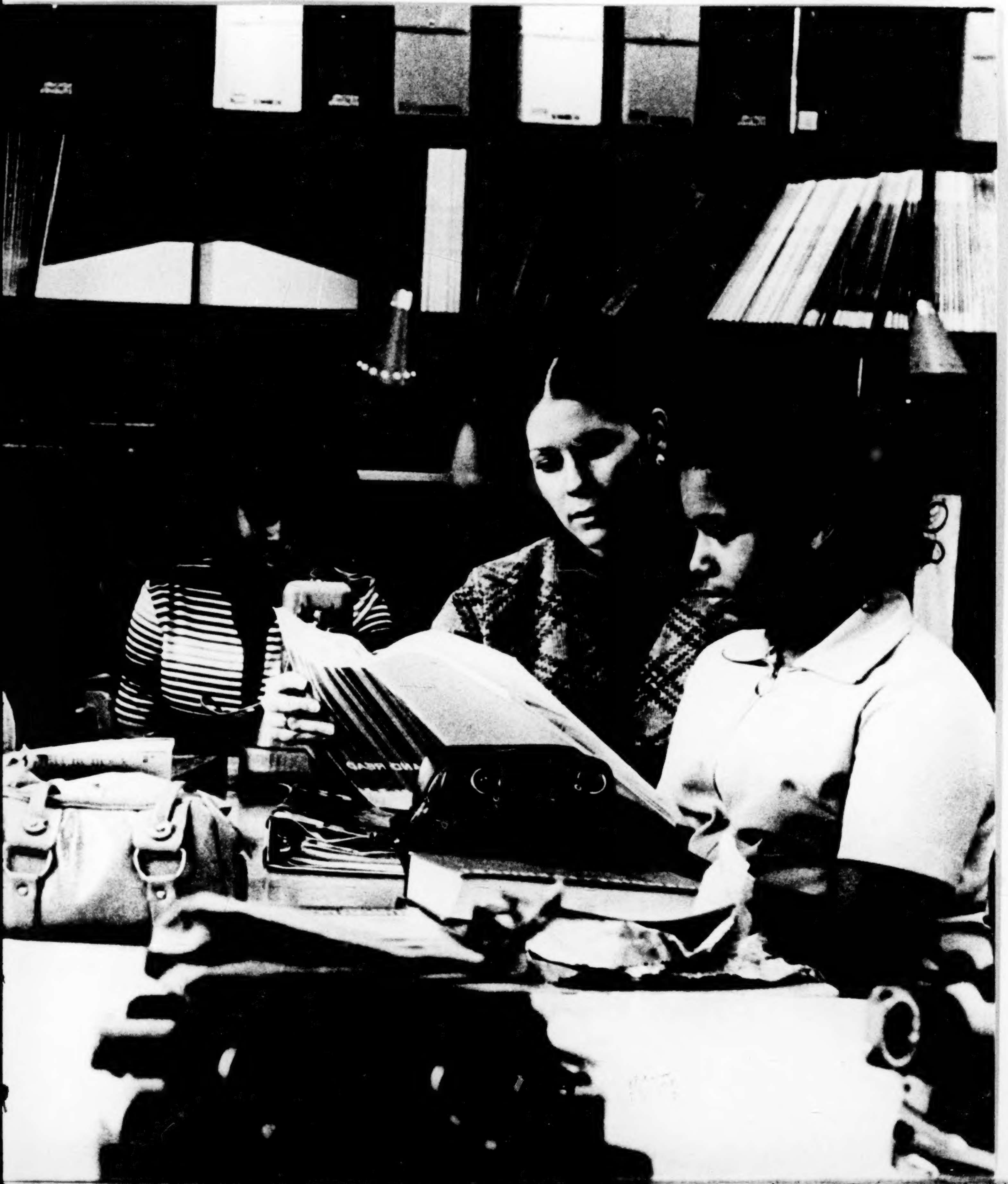

Developing

HIGH SCHOOL EQUIVALENCY

Reading Skills